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ABSTRACT

The reading improvement activities in this handbook are intended for use by middle school social studies teachers. Focusing on study skills, vocabulary development, and comprehension development, the activities include (1) surveying social studies texts and content area reading materials, (2) outlining, (3) spelling, (4) syllabication, (5) word recognition, (6) using synonyms, (7) understanding the main idea of a text, (8) remembering details, (9) determining the sequence of events stated in a text, and (10) making inferences from texts. Many of the descriptions of these activities include samples of teacher planning sheets and master copies of student worksheets. The appendixes contain additional advice and materials that social studies teachers can use to develop their students' content area reading skills. These items include a dictionary of word parts, directions for constructing "magic slates" and electric quiz boards, a list of reading skills that are needed in social studies instruction, the Fry and the SMOG readability formulas and directions for their use, a five-part strategy for word attack, hints on accenting and syllabication, and suggestions for "selling" books in social studies classrooms. (RL)

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A CLASSROOM TEACHER'S GUIDE TO READING IMPROVEMENT IN MIDDLE SCHOOL SOCIAL STUDIES

A Resource Publication for the
Public Schools of Florida

Resource Monograph No. 17

P. K. Yonge Laboratory School
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A CLASSROOM TEACHER'S GUIDE TO

READING IMPROVEMENT

IN MIDDLE SCHOOL SOCIAL STUDIES

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Page	Material	Publisher or Author
4	The World Around Us	Harcourt Brace Jovanovich, Inc.
5	The Social Sciences: Concepts and Values	Harcourt Brace Jovanovich, Inc.
52	Game for Florida Driver's Handbook	Ruth Isbell
90	Geography of The Old World	Rand McNally and Co.
123	Electric Board	John Fielding
135	Teaching Reading Skills in Secondary Schools	Harper & Row, Publishers, Inc.
	"SMOG Grading - A New Readibility Formula", Journal of Reading	International Reading Association
139	Adapted SMOG Readibility Formula	Lawrence L. Smith
141	Improving Reading In Every Class: A Source-book for Teachers	Allyn and Bacon
143	The Eighth Day of the Week	Addison-Wesley Publishing Company

INTRODUCTION

The P. K. Yonge model for reading improvement at the middle and high school levels has been developed and tested over the past seven years, both in the Laboratory School and in several public schools in Florida. The model features a developmental, individualized approach to improving reading. Utilizing diagnostic and prescriptive procedures, the program includes all pupils at a grade level and focuses on improvement of reading skills considered important to the pupil. After fifteen hours practice in a laboratory, distributed over six weeks, reading rate, vocabulary, and comprehension have been substantially increased for most pupils (Guttinger, Hines & Larson 1972, Guttinger, 1974, Guttinger & Hines, 1977.)

As significant as is the progress made by participation in the reading laboratory, the real potential for growth in reading once students have left the laboratory setting is through extension of opportunities for improvement into content area classroom. The presence of the developmental individualized reading laboratory in schools has been found to stimulate content area teachers to seek assistance from the reading laboratory directors in selecting resource materials and in providing appropriate reading skill development experiences in the classroom.

As a result of numerous requests from these content area teachers, a group of reading laboratory directors devoted several weeks during the summer of 1974 to the development of materials and guides for the content areas of science, social studies, and language arts. During the 1974-75 school year these guides were tested in approximately forty schools in thirteen Florida counties.

After receiving feedback from teacher-users, the science guide was edited and revised for printing in 1976. During the 1975-77 school years, additional testing of the language arts and social studies materials was conducted.

Recognizing that the content area teacher is an expert in his or her own field, equipped with a vast back-ground of experience and knowledge, no attempt has been made in the design of the activities presented here to prescribe language, vocabulary, or concepts to be taught. Neither are the suggestions intended to be comprehensive. Rather, they are presented as examples of the kinds of things which may be used to facilitate content area teaching by providing a variety of supplemental activities related to the process of reading.

No sequence is implied in the order in which activities are presented. The authors agree that basing variety on the needs of readers in the classroom is essential. Optimum enhancement of the reading skills developed during the reading laboratory experience and the subsequent transfer of these skills to the content area curriculum is most likely to occur when attention is focused on those individual needs.

Hellen I Guttinger, Ed. D.
Director, Reading Research Project

September, 1978

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STUDY SKILLS

ACTIVITIES

SKILL: Study Skills - Title Page

MATERIALS: Textbook or other instructional materials, teacher-made worksheet

TEACHER DIRECTIONS:

Using the Title Page of the Textbook as a source, the teacher asks questions orally or provides each student with a worksheet similar to the one in the Sample Item.

Title Page Task Sheet

SAMPLE ITEM:

1. What is the title of your textbook?
2. Who is(are) the author(s) of your textbook?
3. What company publishes the book?

ALTERNATIVES:

Title Pages from discarded books are mounted on cardboard. Questions relating to each Title Page are developed and mounted on the reverse side of the cardboard. These lessons can be placed in boxes in a kit format.

Title Pages from discarded books are made into transparencies. Questions relating to each Title Page may be included on the transparency or each student may be given a worksheet.

SKILL: Study Skills - Copyright Page

MATERIALS: Textbook or other instructional materials, teacher-made worksheet

TEACHER DIRECTIONS:

Using the Copyright Page of the textbook as a source, the teacher asks questions orally or provides each student with a worksheet similar to the one in the Sample Item.

Copyright Page Task Sheet

SAMPLE ITEM:

1. When was your textbook first issued a copyright?
2. To whom would you write in order to get permission to reproduce material in the textbook?
3. How many copyright dates does your textbook show? What are they?

ALTERNATIVES:

Copyright Pages from discarded books are mounted on cardboard. Questions relating to the Copyright Pages are developed and mounted on the reverse side of the cardboard. These lessons can be placed in boxes in a kit format.

Copyright Pages from discarded books are made into transparencies. Questions relating to each Copyright Page may be included on the transparency or each student may be given a worksheet.

PARTS OF A BOOK

SKILL: Study Skills - Table of Contents

MATERIALS: Textbook or other instructional materials, teacher-made worksheet

TEACHER DIRECTIONS:

Using the Table of Contents of the textbook as a source, the teacher asks questions orally or provides each student with a worksheet similar to the one in the Sample Item.

Table of Contents Task Sheet

SAMPLE ITEM:

1. On what page(s) do you find the Table of Contents?
2. How many Units does your text contain?
3. On what page does Unit Three begin?
4. In what unit would you expect to find information about deserts?
5. How many chapters are included in Unit Six?
6. In what chapter would you expect to read about Eskimos?
7. On what page does the Glossary begin?
8. On what page does the Index begin?

ALTERNATIVES:

Tables of Contents from discarded books are mounted on cardboard. Questions relating to the Table of Contents are developed and mounted on the reverse side of the cardboard. These lessons can be placed in boxes in a kit format.

Tables of Contents from discarded books are made into transparencies. Questions relating to each Table of Contents may be included on the transparency or each student may be given a worksheet.

SKILL: Study Skills - Glossary

MATERIALS: Textbook or other instructional materials, teacher-made worksheet

TEACHER DIRECTIONS:

The teacher selects words from a given chapter or section of the textbook with which students are expected to become familiar. Worksheets are constructed by using each word (either correctly or incorrectly) in a sentence similar to the ones in the Sample Item.

SAMPLE ITEM:

Glossary Task Sheet #1

DIRECTIONS: In order to answer each question, you will need to look up the underlined words in your glossary. Answer each item either true or false. If the item is false, use the underlined word correctly in a sentence of your own.

1. A muskeg is a type of rifle.
2. A merchant ship is a large boat where sailors learn to chant songs about mermaids.
3. A pulka is a reindeer drawn sled used by the Lapps.

Source: From The World Around Us by Z.A. Thralls, E. L. Biller, and W. H. Hartley. 1965, pp. 494. (Reprinted by permission of Harcourt Brace Jovanovich, Inc. from THE WORLD AROUND US, Revised Edition by Zoe A. Thrall et al.; copyright © 1965 by Harcourt Brace Jovanovich, Inc.)

SKILL: Study Skills - Glossary

MATERIALS: Textbook, teacher-made worksheet

TEACHER DIRECTIONS:

Select glossary words with which the student needs to become familiar. Develop a worksheet which gives a set of clues to each glossary word.

SAMPLE ITEM:

Glossary Task Sheet #2

DIRECTIONS: Read each set of clues. Use each set of clues to help you locate a word in the glossary.

1. What word -

   a) is on page 397 of your glossary
   b) has two syllables
   c) means the money gained from the sale of goods and services after expenses

2. What term -

   a) begins with the letter "d"
   b) has three words
   c) means dividing work so that each worker does only part of a job

3. What word -

   a) means having to do with cities
   b) begins with the letter "u"
   c) has two syllables

Answers:

1. Profit
2. Division of labor
3. Urban

Source: From The Social Sciences: Concepts and Values, by Center for The Study of Instructions. 1970, pp. 393-398. (Reprinted by permission of Harcourt Brace Jovanovich, Inc. from THE SOCIAL SCIENCES: CONCEPTS AND VALUES, Level Six by Paul F. Brandwein, et al.; copyright © 1970 by Harcourt Brace Jovanovich, Inc.)

SKILL: Study Skills - Index

MATERIALS: Textbook or other instructional materials, teacher-made worksheet

TEACHER DIRECTIONS:

Using the textbook or other instructional material as a source, the teacher asks questions orally or provides each student with a worksheet similar to the one in the Sample Item.

SAMPLE ITEM:

Index Task Sheet #1

DIRECTIONS: Read each question. Write the key word(s) which you would look up in your Index in order to find the answer to the question.

Key Words

_____ 1. How much iron ore is mined yearly in the United States?

_____ 2. What is the population of Japan?

_____ 3. What is the size of the Central Valley in California?

_____ 4. Why does California have a water problem?

_____ 5. Why are Swedish farms small?

SKILL: Study Skills - Index

MATERIALS: Teacher-made worksheet

TEACHER DIRECTIONS

The teacher constructs a worksheet similar to the one in the Sample Item. A copy is given to each student.

SAMPLE ITEM:

Index Task Sheet #2

DIRECTIONS: Under the topic, arrange the subtopics in alphabetical order, as they would appear in an Index.

Topic Explorations, 94-95, 356, 387-388, 404, 415-417

_____

_____

_____

_____

_____

_____

Subtopics
Spanish in the Americas 79, 144
Lewis and Clark, 356
Columbus, Christopher, 449
Amundsen, Roald, 416
Portugese, 140
Byrd, Richard E., 417

Text: The World Around Us, pp. 495-512

SKILL: Study Skills - Index

MATERIALS: Textbook

TEACHER DIRECTIONS:

Using the Index of the textbook or other instructional material as a source, the teacher asks questions orally or provides each student with a worksheet similar to the one in the sample item.

SAMPLE ITEM:

Index Task Sheet #3

_____ 1. On what pages would you find information about the general topic tropical rainforests?

_____ 2. On what page would you find information about sandstorms?

_____ 3. On what page would you find a map of African shipping routes?

_____ 4. On what page would you find pictures of Eskimos?

_____ 5. On what page could you find information about cotton crops?

Text: The World Around Us, pp. 495-512

SKILL: Study Skills - Title, Introductory Paragraph and Summary

MATERIALS: Textbook or other instructional materials, teacher-made worksheet, 24" x 3" strip of construction paper, marking pencil

TEACHER DIRECTIONS:

The teacher writes the chapter title on the strip of construction paper for placement in the classroom. The students are asked to locate the page on which the chapter begins. Through discussion, the students analyze the chapter title and "guesstimate" as to what kinds of information the chapter contains.

The teacher, or a student who has had time to prepare, reads the introductory paragraph and summary to the class in order to compare their analysis of the title.

A worksheet similar to the one in the Sample Item is given to each student.

SAMPLE ITEM:

Survey Task Sheet #1

The title of your new unit is:_____

Choose one of the items below. Return this sheet and your work to your teacher by:_____.

1. Check a current T.V. Guide and find a program that relates to the new chapter.
   Title of program:_____
   Date and time of program:_____ Channel___.

2. Show this sheet to an adult you know and ask him/her to list some things that might be learned by studying this chapter.

   _____

   _____

   _____

(Continued on next page)

3. Find an article in a magazine or newspaper that relates to the new chapter.

*4. Write and mail a letter to one of the following addresses. Request information that will help the class with the study of the new chapter.

5. Find someone who will be willing to speak to the class on a topic that relates to the new chapter.

Name of speaker:_____Telephone #_____

Date the Speaker wishes to visit:_____

6. Draw or find pictures for the bulletin board that relate to the new chapter.

7. Locate in the library 4 or 5 books that relate to the new chapter and would be of interest to your classmates. The books may be fiction or nonfiction.

	Title of Book	Call Number
a.		
b.		
c.		
d.		
e.		

8. Your choice. I am going to:_____

_____

_____

Students should be encouraged to make different choices as each new chapter is introduced rather than select the same activity.

*Addresses for obtaining free and inexpensive science material can be found in the following book:

Educators Guide to Free & Inexpensive Materials
Educators Progress Service, Inc.
Randolph, Wisconsin 53956

SKILL: Study Skills - Headings and Subheadings

MATERIALS: Textbook or other instructional materials, teacher-made worksheet

TEACHER DIRECTIONS:

In the initial lesson regarding the surveying of headings and subheadings, the teacher shows the students how to distinguish between each (i.e., the different type of print, the use of colored print, etc.). Afterwards, the students should be able to work independently.

A worksheet similar to the one in the Sample Item is given to each student. These are completed in small group sessions or independently. Ultimately, students will be able to construct the outline without using a worksheet.

SAMPLE ITEM:

Survey Task Sheet #2

DIRECTIONS: Part of the outline has been completed. Use the headings and subheadings to Unit Nine, Lands Around the Poles, to finish it.

I. Frozen Lands Beyond the Forest

A. The Northern Treeless Lands

1. _____
2. _____
3. _____
4. Animals of the Treeless Lands
5. _____
6. _____

B. _____

1. Eskimo Houses and Villages
2. _____
3. _____
4. _____
5. New Settlers in the Far North
6. _____

(continued on next page)

C. The Treeless Lands of Northern Eurasia

1. _____
2. _____
3. Treeless Lands of the U.S.S.R.
4. _____

Text: The World Around Us, pp. 405-414

SKILL: Study Skills - Pictures

MATERIALS: Pictures from magazines or newspapers illustrating some action or emotion, construction paper

TEACHER DIRECTIONS:

Cut out pictures from magazines and attach each picture to construction paper. Underneath the picture write the following questions.

1. Who is the key person in this picture? Describe this person.

2. What do you think is happening in the picture?

3. What is a good title for this picture?

SKILL: Study Skills - Pictures

MATERIALS: Textbook or other instructional materials, teacher-made worksheet

TEACHER DIRECTIONS:

The teacher selects pictures from a given chapter or section of the textbook. A worksheet similar to one of those in the Sample Item is constructed. (The worksheets below are arranged in order of increasing difficulty.)

SAMPLE ITEM:

Survey Task Sheet #3

DIRECTIONS: Turn to the page number in parentheses. Look at the picture. Place a check before all words that name something you can see in the picture. Add others you can support.

1. (page 411)

____ snow	____ swimmers	____ boat
____ rope	____ walrus	____ water

OR

Survey Task Sheet #3

DIRECTIONS: Turn to the page number in parentheses. Look at the picture. Place a check before all words that name an object or idea that the picture makes you think of. Add others you can support.

1. (page 411)

____ food	____ transportation
____ danger	____ work
____ cooperation	____ prosperity

OR

(continued on next page)

Survey Task Sheet #3

DIRECTIONS: Turn to the page number in parentheses. Look at the picture. Place a check before all statements that you believe tell about the picture. Add other statements that you can support.

1. (page 411)

____ The men are hunters.
____ The men work together in a team effort.
____ The weather is cold.
____ The men enjoy their work.
____ Walruses are large.

Text: The World Around Us, p. 411

SKILL: Study Skills - Maps

MATERIALS: Textbook or other instructional materials, teacher-made worksheet

TEACHER DIRECTIONS:

Using a map in a particular chapter or section of the textbook as a source, the teacher asks questions orally or provides each student with a worksheet similar to the one in the Sample Item.

SAMPLE ITEM:

Survey Task Sheet #4

DIRECTIONS: Turn to page 415 in the textbook. Use the chart on that page to answer the following questions.

1. What would be a good title for this map?
2. Draw the symbol for an IGY station.
3. How many IGY stations are shown on the map?
4. Write the names of the four oceans shown on the map.
5. Draw the symbols used to show glaciers.
6. What continent is shown south of the Antarctic

Text: The World Around Us, p. 415

SKILL: Study Skills - Chapter Introductions

MATERIALS: The introductions from textbook chapters or other instructional materials, overhead projector, marking pencil, transparency, teacher-made worksheet

TEACHER DIRECTIONS:

The teacher cuts the chapter introductions from discarded textbooks and makes a transparency. Each introduction is numbered with the marking pencil. The teacher uses the overhead projector to show the introductions to the class.

Each student is given a worksheet that lists the chapter titles from which each introduction was taken. After reading a particular introduction, the student matches the number on it with the appropriate chapter title.

SAMPLE ITEM:

Survey Task Sheet #5

1. Chapter Introduction Sheet

The sea is a very important source of food for the Eskimos who inhabit the treeless lands of North America. In most of this region, Eskimos and other people live in widely scattered settlements or move from place to place. Only where fishing, hunting or mining proves profitable do other people settle permanently in the Far North.

2. Worksheet Diagram

Directions: Read each chapter introduction. Write the number of the introduction next to the title which you think matches it.

____ Frozen Lands Beyond the Forests
____ Is There Life in the Antarctic
____ Food of the Poles
____ Animals of the Far North
____ Eskimo Life

Text: The World Around Us, pp. 405-

SKILL: Study Skills - Categories

MATERIALS: Teacher-made worksheet, timer, four or five books at various reading levels from each of the following categories:

1. Music
2. Media
3. Geography
4. Architecture
5. Theater
6. Agriculture
7. History
8. Industry
9. Old West
10. Explorers

TEACHER DIRECTIONS:

Each category of books is placed at a learning station. A card at each station tells the category. The class, in groups of 3-4 students, rotates from one station to the next at the signal from the teacher. At each station the students are to survey the books by:

1. reading the title
2. reading the comments on the inside flap of the jacket (if there is one)
3. reading the Table of Contents
4. reading the introductory paragraph
5. looking at pictures and diagrams

SAMPLE ITEM:

Survey Task Sheet #6

DIRECTIONS: A tribe of primitive people, living in a mountain village, have been discovered by the renowned archeologist, Dr. Skin Findit. You, as a social studies scholar, have been asked to help this tribe adapt to twentieth century living. Since most of your journey to this mountain village will be on mule, you have decided to take only 10 books for reference.

(Continued on next page)

Survey the books at each station. Decide which book would be most useful to you and write the title next to the appropriate category on this sheet.

Music _____

Media _____

Geography _____

Architecture _____

Theater _____

Agriculture _____

History _____

Industry _____

Old West _____

Explorers _____

ALTERNATIVE:

This list can be used as the basis of a self-selected reading list. If the student wishes to make a substitution in any category he/she is free to do so.

SKILL: Study Skills - Summary

MATERIALS: T. V. Guide

TEACHER DIRECTIONS:

Students are asked to view a favorite T. V. program and write a summary. The students then check their summarizing efforts against the summary plot in the T. V. Guide.

SKILL: Study Skills - Headings and Subheadings

MATERIALS: Teacher-made worksheet

TEACHER DIRECTIONS:

The teacher develops a worksheet based on the chapter outline of headings and subheadings. The students are assigned to groups of four to five. One student in the group acts as the recorder and writes the responses of the others in the group. Each recorder reports to the class and a composite list of questions is constructed.

SAMPLE ITEM: Questioning Task Sheet #1

DIRECTIONS: You will be playing the role of the teacher. Your job is to construct questions for a test on Chapter 19, Frozen Lands Beyond the Forest. Think of a question that you would ask relating to each step of the outline. Write your question in the space provided. The first one has been done for you.

Outline	Question
I. Frozen Lands Beyond the Forest	I. Why do so few people live here?
A. The Northern Treeless Lands	
1. The Seasons of the Treeless Land	
2. A Land of Few People	
3. Where Plants Hug the Earth	
4. Animals of Treeless Lands	
5. Life In and Near the Sea	
6. Birds of Treeless Lands	

(The remaining steps of the outline would be included on the actual worksheet.)

Text: The World Around Us, pp. 405-409

SKILL: Study Skills - Headings and Subheadings

MATERIALS: Teacher-made worksheet, 20-25 books in various social studies categories (at least 2 different titles to each category). (Refer to Gunnels, J. and Van Potte, F., Children's Literature and the Social Studies Curriculum: An Annotated Bibliography, Department of Education, State of Florida, 1974 for suggested themes and titles)

TEACHER DIRECTIONS:

This activity is used at a learning station or set up as an activity that students work on when they have finished their regular assignments. The books are placed at a station or on a table in the classroom. Each student is given a worksheet similar to the one in the Sample Item.

SAMPLE ITEM:

Questioning Task Sheet #2

Your latest book, The Social Habits of the Kawunge Flea, has been an overwhelming success. You are now heralded as the greatest living social scientist.

You have been asked by the Superfluous Library to prepare a book list covering the following topics. Read each topic. Then survey the books on the table. Write the title of the book in which you would expect to find information about the following questions:

Where and how did Mozart receive his musical education?
Where was the former residence of Butch Cassidy?
What is the mean temperature of Tierra del Fuego?

SKILL: Study Skills - Headings and Subheadings

MATERIALS: Textbook, teacher-made worksheet

TEACHER DIRECTIONS:

The teacher assigns the students into teams of two. Each student receives a copy of the composite list of questions which were developed while completing Questioning Task Sheet #1. Team members read the textbook material under heading or subheading. After reading each section, the team members jot down words or phrases which would answer the question(s). The back of the card is used for this purpose.

SAMPLE ITEM:

Questioning Task Sheet #3

Heading or subheading title: The Northern Treeless Lands What countries have treeless lands? Where are the treeless lands?	Heading or subheading title: The Seasons of Treeless Lands How many seasons do they have in treeless lands? How hot does it get in the warm season?
Heading or subheading title: A Land of Few People How many people live here? What kind of work do they do?	Heading or subheading title: Where Plants Hug the Earth What kinds of plants grow here? Do trees grow here?

Text: The World Around Us, pp. 405-409

SKILL: Study Skills - Recall and Review

MATERIALS: Composite set of question cards with the student's answers on the back. (These were completed by the student in the previous lesson, Questioning Task Sheet #2.)

TEACHER DIRECTIONS:

In order to practice Recall the students are assigned to small groups, teams, or work individually. Each student tries to answer the question on the front of the card without referring to the answer side of the card. The same procedure as above is used for Reviewing before a test.

SAMPLE ITEM:

Recall and Review Task Sheet

Heading or Subheading	Possible Answer :
The Northern Treeless Lands Where are the treeless lands?	Near the North Pole
Heading or Subheading	Possible Answer :
A Land of Few People How many people live here?	One family to 1,000 square miles of land

Text: The World Around Us, pp. 407-409

SKILL: Study Skills - Skimming

MATERIALS: Textbook or other instructional materials

TEACHER DIRECTIONS:

Students are assigned to teams of 4-5. A team recorder is selected. Each team is assigned a particular section of the textbook. Members of each team skim the assigned portion of the text and find words and phrases which are interesting. The team recorder writes these down. In this way, each team develops a word collage. The results of each team's efforts are shared with the class. This activity provides a quick introduction to a new chapter.

SAMPLE ITEM:

Skimming Task Sheet

large coal field
beehive of manufacturing
Antwerp
Belgium
iron ore
steel mills

ALTERNATIVES:

Fictional materials which pertain to a particular unit of study can be used in place of the text.

Cut out letters, words and phrases from newspapers and magazines to create an attractive word collage.

SKILL: Study Skills - Scanning

MATERIALS: Textbook, Flair pens of different colors, paper

TEACHER DIRECTIONS:

Place a sheet of paper on the bulletin board. Divide the class into groups of 5-6 students. Give each group time to choose a group leader and one of the Flair-tip pens.

Tell the students that, at the beginning of each social studies class, their task will be to locate compound words in their textbooks. After locating a compound word, each student is to write the word and the page on which it is found on a sheet of scratch paper. At the end of the "search time" each group leader collects the words from the group members and writes these words on the bulletin board paper with the Flair-tip pen. At the end of the week the group with the most compound words is the winner.

SAMPLE ITEM: Scanning Task Sheet #1

Red Group	Green Group	Blue Group	Yellow Group	Orange Group
1 into*	1 grandfather	1 football	1 newspaper	1 household
2 baseball	2 midway	2 within	2 however	2 soybean
3 outside	3 someone			3 into*
	4 moreover			

*Words used by one team may be used by another team as well

ALTERNATIVES:

During "search time" students may work in groups or individually.

Options in lieu of compound words:

a. Vc/cv words: tis/sue; fen/der
b. Words that begin with a particular letter
c. Words with a particular number of syllables
d. Words with prefixes
e. Words with suffixes
f. Words in italics or boldface print

SKILL: Study Skills - Scanning

MATERIALS: Textbook or other instructional materials, 3-minute egg timer

TEACHER DIRECTIONS:

Students are assigned to teams of two. Team members alternate as recorder and scanner. The teacher writes one instruction on the board similar to the Sample Item.

Students are asked to scan a particular section of the textbook and list words which belong in a special category. A time limit of 3 minutes for each question is set.

SAMPLE ITEM:

Scanning Task Sheet #2

1. List all of the rivers mentioned between pages 75-79.
2. Turn to Chapter 12. Write the page numbers on which you find maps.
3. On pages 48-58 find and write the words which are printed in italics.
4. In the chapter, "Let's Look at Maps," find the subheading, "Standard Map Symbols," and list as many as you can.

ALTERNATIVE :

Students might be asked to arrange each list in alphabetical order after the class has made a composite list.

Text: The World Around Us, pp. 54-60

SKILL: Study Skills - Following Directions

MATERIALS: Teacher-constructed worksheet.

TEACHER DIRECTIONS:

Each student is provided with a copy of the test in the Sample Item. Stress that this is an individual test to be completed without conferring with fellow students.

SAMPLE ITEM:

FOLLOWING DIRECTIONS TEST

Can You Follow Directions? - Timed Test; you have 3 minutes.

1. Read everything carefully before you do anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word "NAME" in sentence number 2.
4. Draw five small squares in the upper left hand corner of this paper.
5. Put an "X" in each square.
6. Put a circle around the square.
7. Sign your name under the title of this paper.
8. After the title, write "YES YES YES".
9. Put a circle completely around sentence number 7.
10. Put an "X" in the lower left hand corner of this paper.
11. Draw a rectangle around the word "FIVE" in sentence 4.
12. On the back of this paper multiply 703 by 66.
13. Draw a triangle around the "X" in sentence number 10.
14. Loudly call out your first name when you get this far.
15. If you think you have followed directions carefully to this point, call out "I HAVE IT".
16. On the reverse side of this paper add 8950 and 9805.
17. Put a circle around your answer and a square around the circle.
18. In your normal speaking voice, count from ten to one backwards.
19. Punch three holes in the top of this paper with your pencil point.
20. If you are the first person to reach this point, loudly call out "I AM THE FIRST PERSON TO THIS POINT. I AM THE LEADER IN FOLLOWING DIRECTIONS".
21. Now that you have finished reading everything carefully do only sentences 1 and 2.

FOLLOWING
DIRECTIONS

SKILL: Study Skills - Following Directions

MATERIALS: Textbook or other instructional materials, worksheet

TEACHER DIRECTIONS:

After the students have studied a particular chapter or section of the textbook, the teacher develops a worksheet similar to the one in the Sample Item. The questions are based on material in which the students are concerned with the process of following written directions.

SAMPLE ITEM:

Following Directions Task Sheet

1. If many people live in the Arctic Circle, underline the first word in this sentence.

2. If dwarf trees grow on the tundra, write your age in the blank at the end of this sentence. _____

3. If many Eskimos live in tents during the summer, underline all of the words in this sentence which begin with the letter "t".

4. If a kayak is a type of sled, draw an igloo in the box at the end of this sentence.

5. If the Lapps use reindeer for many things, work the following math problem. 2 x 53 = _____.

Text: The World Around Us, pp. 405-418

FOLLOWING DIRECTIONS

SKILL: Study Skills - Outlining

MATERIALS: Terms appropriate to social studies concepts

TEACHER DIRECTIONS:

In each exercise below there is a list of words and a skeleton outline. Each list of words includes both main topics and subtopics. The skeleton outline shows how many main topics are in the list and how many subtopics are under each main topic. Have students fill in the skeleton outline with main topics and subtopics.

SAMPLE ITEM:

I.
- A.
- B.
- C.
- D.

II.
- A.
- B.
- C.
- D.
- E.

climate	humidity	grid lines
location	direction	distance
map	temperature	precipitation
boundary	weather	

SKILL: Study Skills - Categorizing

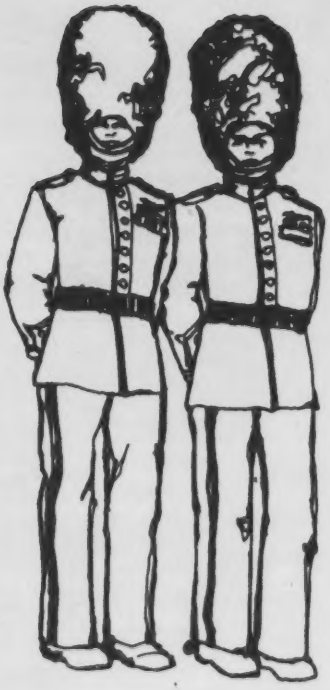
MATERIALS: Sheet of paper and newspapers or text

TEACHER DIRECTIONS:

Write four different categories across the top of a sheet of paper, such as countries, cities, people in the news, problems. Down the left side of the paper write a word such as NEWS. The students try to find words for each category from their study of the newspaper or text. After each word they put the page number and column from the newspaper or texts in which they found the word. The game can be varied by using only one category and changing the word in the left-hand column.

SAMPLE ITEM:

	Countries	Cities	People in The News	Problems
N		Norfolk		Noise
E	England 2A,3			
W		Washington		War
S	Singapore 7A,3		Sinatra	



VOCABULARY

ACTIVITIES

SKILL: Vocabulary - Word Recognition

MATERIALS: Textbook, teacher-made exercise, cardboard

TEACHER DIRECTIONS:

Compile the vocabulary to be studied in a particular unit of the textbook into lists for introductory vocabulary screening. Place them on a ditto master and run enough copies for each of your students, plus one extra to be placed on a piece of cardboard. Allow the students to read off the copy on the blackboard while you score on another. Be sure to indicate the student's name on the teacher's copy for record keeping purposes. Have students begin reading the first list and read only those words they know. Place a mark beside those words the student knows. Assume he/she does not know words he/she does not read. Since this activity requires a one to one approach, it may be advisable to assign an exercise which will keep the class busy while you test each student. A certain degree of privacy will be necessary for the student being tested.

SAMPLE ITEM: (See the following 2 pages.)

ALTERNATIVE :

Lists may be compiled according to various categories such as words in biology, geology, botany or in relation to units of study such as stars, planets or energy for introductory vocabulary screening.

(Continued on next page)

Sources: Format of Slosson Oral Reading Test adapted by Anna Meehan, Palm Beach County Schools

INFORMAL WORD RECOGNITION INVENTORY
- SOCIAL STUDIES -

Name_____Age_____Date_____School Grade _____

List A	List B	List C
1. tropical	1. international	1. oil palm
2. rainforest	2. import	2. colony
3. mouth (of river)	3. export	3. rapids
4. source	4. Belem	4. feeder lines
5. branches	5. Manaus	5. cacao
6. tributaries	6. Brazil	6. soil erosion
7. humid	7. Balsa wood	7. Ganges river
8. humidity	8. tile	8. peninsula
9. lianas	9. plantations	9. topography
10. sloth	10. manmade	10. delta
11. anteater	11. cultural	11. bamboo
12. malaria	12. features	12. rattan
13. waterways	13. network	13. millet
14. domestic animals	14. tsetse	14. cereal grass
15. tapioca	15. Bantu	15. shifting farming
16. manioc	16. dialect	16. sago palm
17. maloca	17. Negrito	17. copra
18. trade	18. gourds	18. rice
19. Amazon	19. latex	19. carabaos
20. Amazonia	20. Congo	20. seedlings

(Continued on next page)

List D

1. quinine
2. manganese
3. tungsten
4. raw materials
5. process
6. Filipinos
7. Indian
8. pottery
9. South America
10. Central America
11. Colombia
12. Ecuador
13. latitude
14. longitude
15. population
16. density
17. environment
18. Europeans
19. transportation
20. steamer

List E

1. hammock
2. weather
3. region
4. sewage
5. products
6. inland
7. floating dock
8. Dominican Republic
9. Mexico
10. interior
11. continent
12. river system
13. river basin
14. trail
15. underbrush
16. thatched
17. stream
18. earthenware
19. pygmy
20. harvesting

List F

1. site
2. government
3. language
4. countries
5. independent
6. state
7. highway
8. cargo
9. Nigeria
10. Ghana
11. communication
12. crop
13. nation
14. tribe
15. steamboat
16. southeast
17. eastward
18. Pacific Ocean
19. seacoasts
20. Malay

Score

List A _____

List B _____

List C _____

List D _____

List E _____

Raw Score _____

(Total number of correct words including the words below starting level)

SKILL: Vocabulary - Word Recognition

MATERIALS: Word list, index cards

TEACHER DIRECTIONS:

After determining those words which are not part of each student's sight vocabulary in social studies, have students create their own word file of "words to learn" using index cards. The words may be placed on one side and the definition on the reverse side for further study. The student can set up a contract with the teacher as to how many words will be tackled each week. Upon completion of this goal, the student may be tested by the teacher. It might be wise to encourage students to help one another in fulfilling their goals. One or two days a week could be set aside for independent vocabulary study.

SAMPLE ITEM:

The number of words will vary according to each child's level of achievement.

New Word Contract

I student's name will hereby attempt to learn # new words the week of dates.

Signed Student
Witness Peer
Approved by Teacher

(continued on next page)

WORD FILE

Side A
Colony

Side B
Colony - a territory owned and governed by a distant country.

SKILL: Vocabulary - Word Recognition

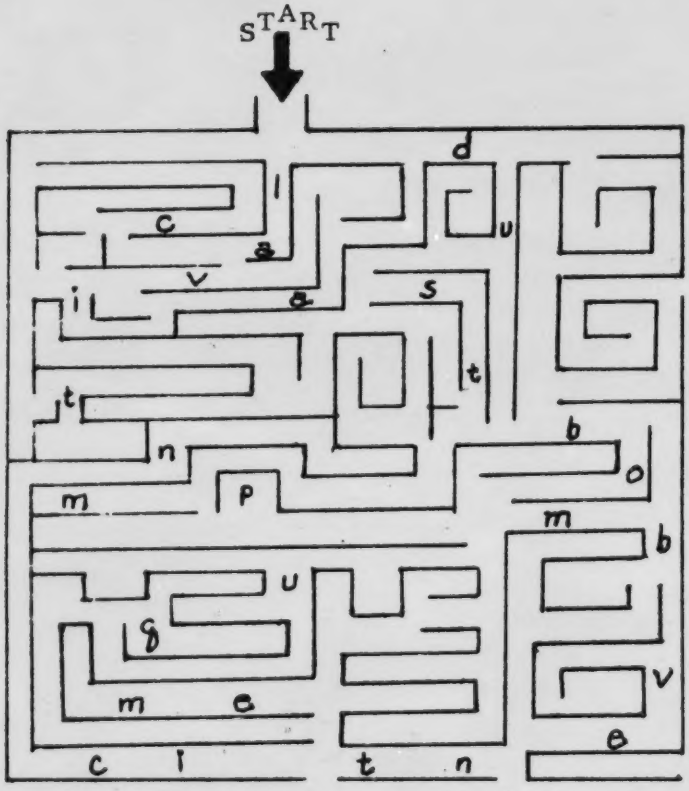
MATERIALS: Paper, pencil, teacher-made word list (Refer to Word Maze Master on page 113)

TEACHER DIRECTIONS:

The student enters the maze. The object is to find words hidden in the maze. The student may be given the first letter of each word. The letters are in correct order within the maze. This may be a timed activity. After an appropriate length of time, the student is given the Answer Key and receives credit for each word found.

Word Maze Pencil and Paper Game

SAMPLE ITEM:



Answer Key Words
lava
dust
bomb
vent

WORDS	
l	_____
d	_____
b	_____
v	_____

WORD RECOGNITION

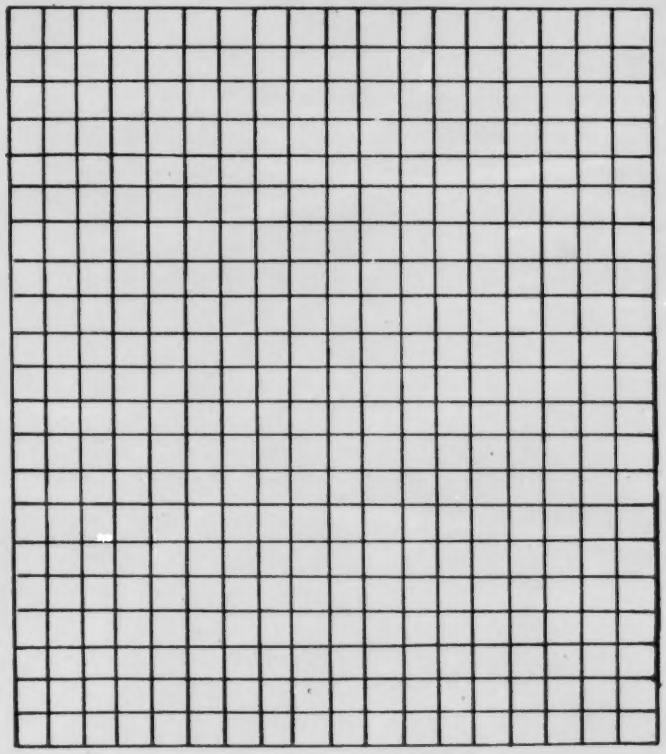
SKILL: Vocabulary - Word Recognition

MATERIALS: Pencil, paper, teacher-made vocabulary list for specific subject within content-area. (Refer to Seek and Find Master on page 114)

TEACHER DIRECTIONS:

On a sheet of ruled squares, arrange words in horizontal, vertical, or diagonal order - as shown on the sample below. Fill in remaining squares with random letters. List words on side at bottom of sheet. Instruct students to find words within the squares that correspond to word list.

SAMPLE ITEM: Seek and Find Pencil and Paper Game



Volcanoes

Ash
Block
Bomb
Cinder
Craters
Dormant volcanoes
Dust
Earthquakes
Eruption
Flood eruptions
Gas
Lava
Magma
Molten rock
Pumice
Shield
Steam
Stuff
Vents
Volcano

WORD RECOGNITION

SKILL: Vocabulary - Word Recognition

MATERIALS: Textbook, teacher-made exercise. (Refer to Seek and Find Master on page 114)

TEACHER DIRECTIONS:

Create a "Word Search" to correspond with a new chapter being introduced or a new concept being taught. This may be used to get students involved with new words to be learned.

SAMPLE ITEM: Unit One - Rain and More Rain Word Search

Chapter 2 - Along the Congo

t	c	o	l	f	c	o	l	f	e	e	x	e	m
f	s	i	a	o	u	i	l	p	o	r	s	w	a
e	c	e	w	l	l	f	e	l	i	a	g	e	n
e	o	o	t	p	t	o	r	c	h	s	a	c	m
d	n	i	b	s	w	a	m	p	s	a	c	a	a
e	g	l	a	n	e	t	w	o	r	k	a	s	d
r	o	p	n	e	t	f	d	i	a	l	e	c	t
l	b	a	n	t	u	w	l	x	p	a	e	u	l
i	t	l	x	p	i	e	r	y	i	t	e	l	a
n	s	n	e	g	r	i	t	o	d	e	r	t	r
e	e	e	c	o	l	o	n	y	s	x	c	r	u
s	t	a	s	u	o	i	l	p	a	l	m	a	t
t	d	i	i	r	m	a	n	d	i	a	f	p	l
s	o	u	a	d	s	w	a	m	p	y	e	e	u
n	u	s	g	s	m	a	n	m	a	d	e	x	c

manmade	swampy	cash crop
cultural	Bantu	oil palm
Congo	dialect	colony
network	Negrito	rapids
tsetse fly	gourds	feederlines
foliage	latex	soil erosion

Text: The World Around Us, pp. 87-98

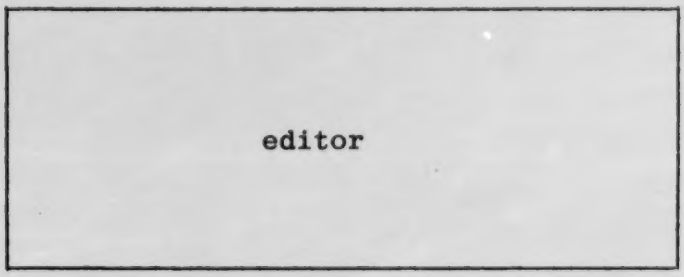
SKILL: Vocabulary - Word Recognition

MATERIALS: Word list, Language Master (consult reading resource person or media specialist for information on this machine), and blank Language Master cards

TEACHER DIRECTIONS:

On the blank cards, write those vocabulary words to be learned, one concept per card, and then read each word aloud into the recorder while the card is inserted. Secure permission from your librarian to set up the language master (with earphones) in a particular area in the library or create a station in your classroom for this purpose. Students needing vocabulary practice may be sent to this station.

SAMPLE ITEM:



Student runs card through the machine and listens to the word being read aloud while looking at the word. He/she may repeat the process as often as necessary.

ALTERNATIVE: Another set of cards may be created which include definitions as well.

SKILL: Vocabulary - Word Recognition

MATERIALS: None

TEACHER DIRECTIONS:

Select a word such as "treasure". Ask the students to find as many words as possible in the word treasure. They can only use each letter once if it appears only once in the word.

SAMPLE ITEM:

DIRECTIONS: See how many words you can make from the word TREASURE. Use each letter once if it appears only once in treasure.

POSSIBLE ANSWERS:

are	eat
as	set
at	star
tease	sure

WORD RECOGNITION

SKILL: Vocabulary - Word Recognition

MATERIALS: Newspaper

TEACHER DIRECTIONS:

Print a word from the newspaper on the chalkboard in column form. Print the same word in reverse order a short distance away. Have the students write words beginning and ending with the letters that are opposite each other.

SAMPLE ITEM:

DIRECTIONS: Copy these letters on your paper leaving a large space between the two columns. In that space write a word that begins and ends with the letters on either side.

N	NEAR	R
E	EWE	E
W	WASP	P
S	SAUNA	A
P	PROP	P
A	ATTACKS	S
P	PAW	W
E	EDIBLE	E
R	ROBIN	N

ALTERNATIVE:

Add another dimension to the activity by having the students use only words from the newspaper, text, or supplemental reading material.

SKILL: Vocabulary - Word Recognition

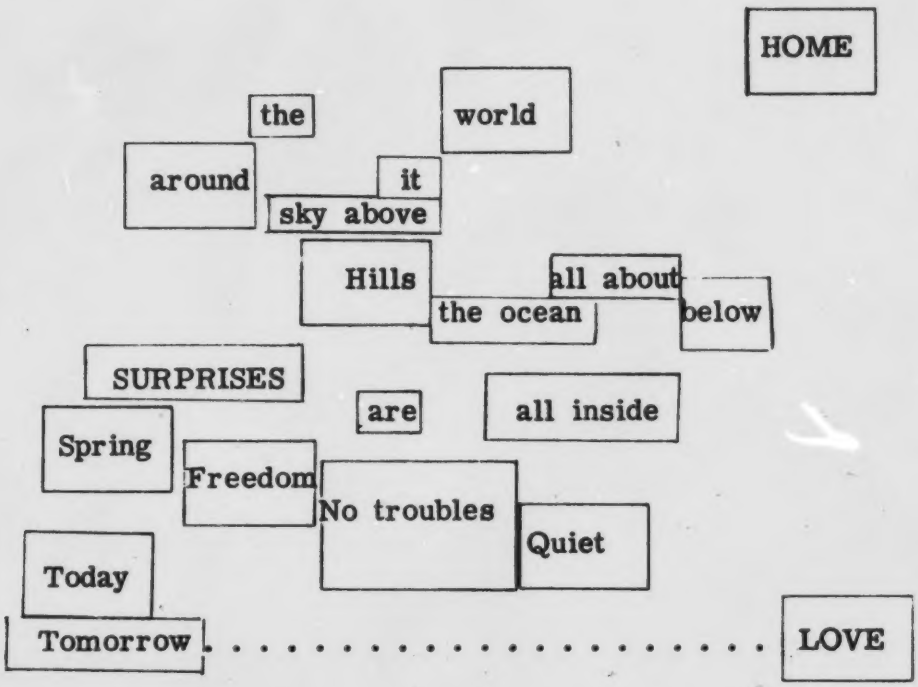
MATERIALS: Newspaper, magazines, construction paper, glue, scissors

TEACHER DIRECTIONS:

This activity may be used to introduce new unit words, as ongoing filler activities for students who finish regular class work early, or for ending activities for summing up a unit.

SAMPLE ITEM:

DIRECTIONS: Browse through magazines or newspapers. Then, as ideas or a theme come to mind, cut out suitable words from article titles, advertisements. Lay the words out on paper before pasting down. Keep thought short and meaningful.



WORD RECOGNITION

SKILL: Vocabulary - Word Recognition

MATERIALS: Pencil, paper, teacher-made word list, timer or clock. (Refer to Add-Up-The-Words Master on page 115)

TEACHER DIRECTIONS:

Letters are written in each of the numbered spaces. The student is instructed to make as many words as possible from the letters in each of the numbered spaces. The object is to make as many words as possible in a 5-minute time period and have the highest number score. For each word made from a space the student is given the number score indicated by the circled number in the space.

SAMPLE ITEM:

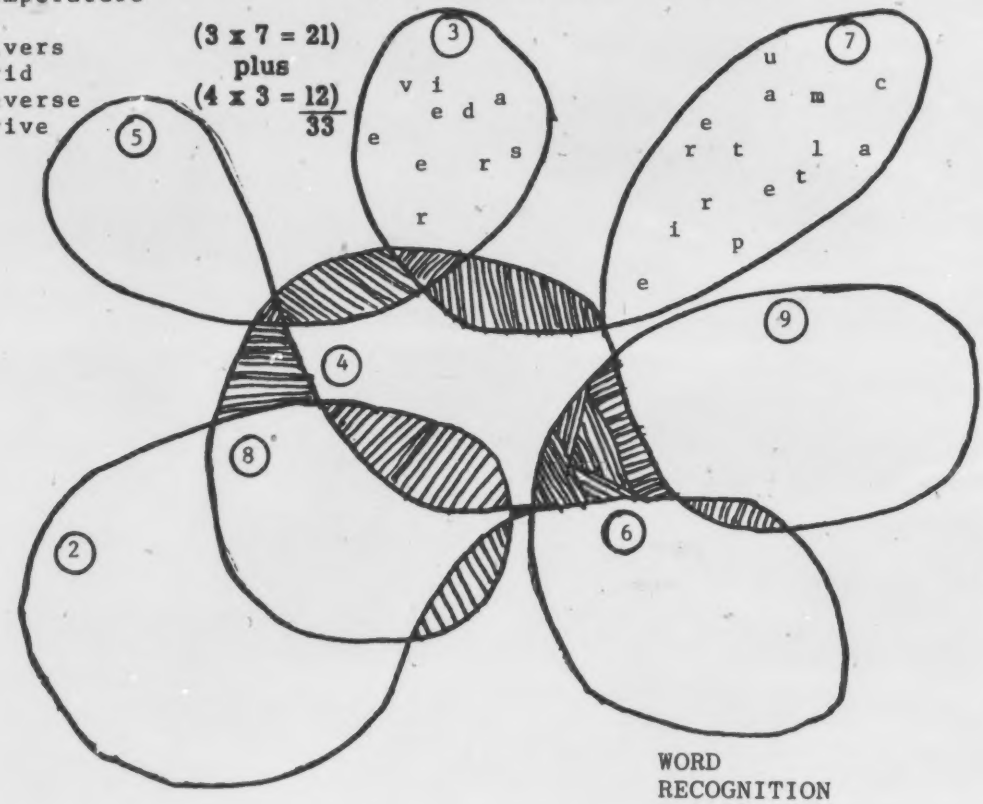
"Add Up The Words" Pencil and Paper Game

From the spaces below the following words can be made. Three of these words come from space (7) and four words from space (3). The student has made seven words, adding up to 33 points.

(7) material
climate
temperature

(3) rivers
arid
reverse
drive

(3 x 7 = 21)
plus
(4 x 3 = 12)
33



WORD RECOGNITION

SKILL: Vocabulary - Word Recognition

MATERIALS: Textbook, teacher-made exercise

TEACHER DIRECTIONS:

Create a Bingo game using words introduced in a new chapter. Use the format of a Bingo card, but place words in the slots where numbers would occur. Make about five different combinations of words to make it competitive. This game should be played after students have spent time studying the new vocabulary. This may be played by the entire class or in small groups.

SAMPLE ITEM:

Bingo Pencil and Paper Game

Unit One - Rain and More Rain Bingo
Chapter 1 - Around the Amazon

B	I	N	G	O
communities	anteater	tapioca	Amazonia	longitude
Belem	tropical	trade	latitude	population
equator	amazon	cacoa	domestic animals	products
international	waterways	lianas	Rio Para	region
sloth	Indians	Malocca	Andes	import
climate	density	export	village	abroad
rainforest	pulp	transportation	malaria	Manaus
plantation	manioc	balsa	humid	floating dock

Text: The World Around Us, pp. 75-86

WORD RECOGNITION

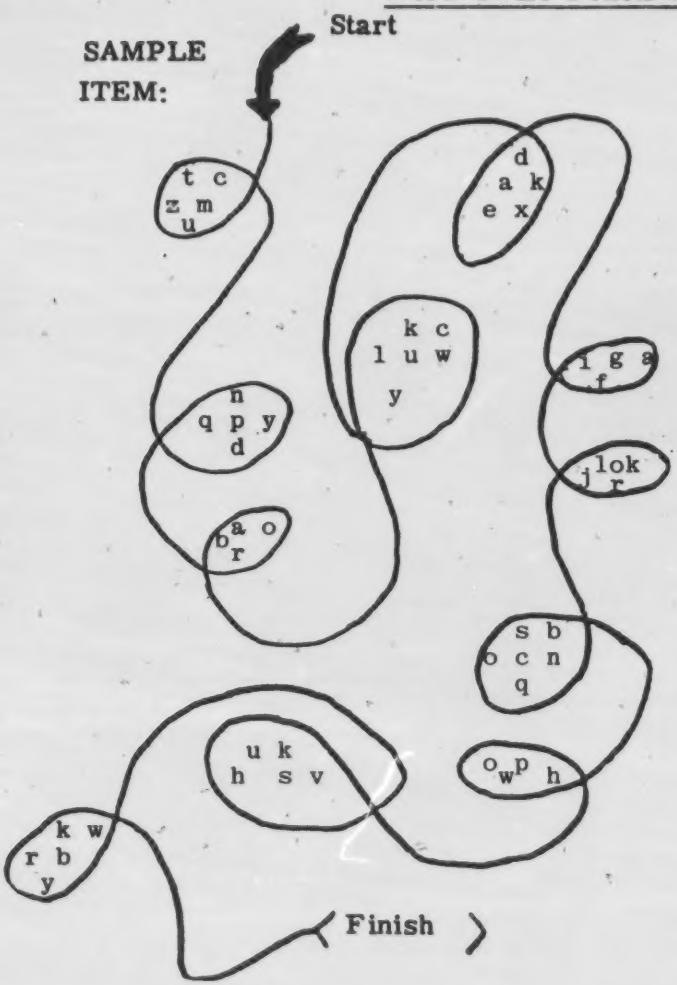
SKILL: Vocabulary - Word Recognition

MATERIALS: Paper, pencil, teacher-made word list. (Refer to Word Twirl Master on page 116)

DIRECTIONS: The teacher selects five (5) words that are in some way closely related, i.e., the five words scrabled below are the names of objects associated with a social studies unit. The teacher places the letters of the words randomly in the loops as shown below. The student is instructed to start at the arrow and "travel" the line to the finish, selecting those letters that may be used to make the desired words.

Word Twirl Pencil and Paper Game

SAMPLE ITEM:



SUBJECT:

FROZEN LANDS

Answer Key
Words
tundra
kyak
igloo
snow
husky

Words

1. _____
2. _____
3. _____
4. _____
5. _____

WORD RECOGNITION

SKILLS: Vocabulary - Word Meaning

MATERIALS: Poster board (or board similar in weight and construction); magic markers; felt tipped writing pens; white glue* - masking tape* - scissors*; pencil and paper for each player; dice; place markers (wooden blocks or tooth-paste caps) for each player, each identified by a different color; one-minute timer, (or clock with second hand). (Refer to Board Game Master on page 117)

*-optional

TEACHER DIRECTIONS:

1. Select a sheet of poster board not less 24" X 30" and copy the design, illustrated on page on the poster board with a pencil.
2. Fill in letters of the alphabet as shown.
3. In the larger spaces write words (as illustrated or other selected words that are appropriate).

   Optional - Instead of words, use drawings or pictures of objects that are appropriate.
4. With felt-tipped writing pen, trace the letters and words you have written in pencil.
5. With magic markers, outline the larger spaces.

HOW THE GAME IS PLAYED

"Lets Travel" - Board Game

1. The first player rolls the dice and moves the marker the correct number of spaces.
2. The player must, in one minute, write as many social-studies related words as possible that begin with the letter in the space. If the marker lands on a word space the player must, in two minutes, write a definition for the word that is in the word space.
3. Each player proceeds in the same manner as the first player.
4. The first player to arrive in the Goal space with the most correctly spelled and correctly defined words wins the game.

WORD MEANING

SKILL: Vocabulary - Word Meaning

MATERIALS: Pencil, paper, teacher-made word list with definitions. (Refer to Matching Spaces Master on page 118)

TEACHER DIRECTIONS:

Students are instructed to match the words in double-lined rectangles with their meaning in single-lined rectangles.

SAMPLE ITEM:

DIRECTIONS: Match the word with its definiton. Write the letter and number of the rectangle in which the definition appears on the line next to the letter and number of the word it matches.

Matching Spaces Pencil and Paper Game

A1 _____	B2 _____
A3 _____	B4 _____
A5 _____	D2 _____

The word "communication" in rectangle A1 matches the definition in rectangle C2. Student would write C2 in line after A1, and so on.

	A	B	C	D
1	communication			
2	products which can be touched or seen	charisma	exchange of idea and news	interdependent
3	goods	dependent on each other		
4	personal appeal	authority	a supply of anything useful	
5	resources			
6			the right to be obeyed	

WORD MEANING

SKILL: Vocabulary - Word Meaning

MATERIALS: 3" x 5" cards (2 cards per word), scissors, glue

TEACHER DIRECTIONS:

Matching Cards Game: Divide the students into groups of 4 to 8. Assign or have students think of a word or phrase that pertains to the social studies unit to be studied, and write it on one card. Then draw or find a magazine picture which illustrates the word or phrase and paste it to the second card. Collect the cards and mix them up in two separate decks (i.e., phrase deck and picture deck). Each student is dealt a card from each deck. The students then try to be the first to match their cards correctly. The players decide by vote if the cards match. This encourages discussions about word meanings and interpretations.

ALTERNATIVES:

The teacher may select the words and pictures, but having the students do so provides an opportunity for creative thinking.

Each author holds on to the phrase cards. The picture cards are collected and redistributed so that no one has his or her own. The phrase author holds up a card and the others try to match their pictures to it. When the correct picture is matched the two explain how they came to their decision. This is continued around the circle until all are matched.

WORD
MEANING

SKILL: Vocabulary - Word Meaning

MATERIALS: Three Driver's Handbooks, (two for cutting, one for checking) two colors of tagboard (white and blue); poster board, scissors, magic marker, glue, laminating film (optional) rubber bands

TEACHER DIRECTIONS:

Cut both colors of a tagboard into 2" x 3½" cards. From the Driver's Handbooks, cut out and mount on one side of each card, a traffic symbol (white cards) and the matching definition (blue cards). Mark the same number or symbol on the back corner of matching blue and white cards. Laminate cards if desired. Divide the matching cards into three categories: Regulatory & Information; Traffic & Highway Signs or Warning Signs. Separate the blue and white cards and put a rubber band around each stack

Prepare the game board by marking twenty 2" x 3½" sections (4 down, 5 across) and a 2" margin along the top of the tagboard. Darken the lines and add any additional artwork with magic marker. Laminate if desired.

Reproduce the directions found in the Sample Item.

SAMPLE ITEM:

Traffic Signs

DIRECTIONS: Select a set of Road Cards, either: 1) Regulatory and Information, or 2) Traffic and Highway Signs, or 3) Warning Signs.

Place the white (symbol) cards face up in the sections on the board. Place the blue (definition) cards in a stack face up in the margin at the top of the board. Each player, in turn, takes the top card, reads it and tries to match the meaning on the blue card with the symbol on the white card.

(Continued on next page.)

Continue until all cards are matched. The player with the most matched pairs wins the game.

Each player can check for accuracy by checking the backs of the blue and white cards for matching numbers or symbols, or by finding the information in the "Florida Driver's Handbook". When a player fails to make a match he places the blue card at the bottom of the stack to be used again.

ALTERNATIVE:

For more of a challenge, place the white (symbol) cards face down on the gameboard.

Source: Isbell, Ruth. Game for Florida Driver's Handbook, Unpublished, Orange County, Florida. 1974.
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SKILL: Vocabulary - Categorizing

MATERIALS: Textbook or other instructional materials, teacher-made worksheet

TEACHER DIRECTIONS:

The teacher selects categories that are related to unit of study and develops a worksheet according to the format in the Sample Item. The students are asked to fill in the blanks. This can be an untimed or timed activity.

SAMPLE ITEM:

TROPICAL RAINFOREST

Category	L	A	N	M	Total Points
Rivers		Amazon	Negro	Madeira	3
Plants	Lianas			Manioc	2
Places		Amazonia	Nigeria	Manaus	3
Products	Latex	Apples	Nuts	Mats	4

ALTERNATIVES:

Students can be given blank charts and create their own categories.

Completed charts can be used to introduce simple outlines by having the students arrange the words in outline form.

Scanning techniques can be reviewed by having students use their textbook in order to complete the chart.

Text: The World Around Us, pp. 73-112

SKILL: Vocabulary - Categorizing

MATERIALS: Textbook or other instructional materials, paper and pencil, word list

TEACHER DIRECTIONS:

Arrange words from word list in categories. Add one word that is social studies related but does not belong to the specific category involved. Instruct the student to cross out the word that does not belong in each group or category.

SAMPLE ITEM:

DIRECTIONS: Cross out the word that does not belong.

1. mayor president judge governor
2. Android Caucasoid Negroid Mongoloid
3. feudalism capitalism totalitarianism tourism
4. administrative judicial legislative executive
5. rural plural suburban urban

ANSWER KEY: Words that should be crossed out are as follows:

1. judge
2. Android
3. tourism
4. administrative
5. plural

ALTERNATIVE :

Extra credit may be given to the student who can add a word (not included in the teacher's list) that belongs to one of the given categories.

CATEGORIZING

SKILL: Vocabulary - Synonyms

MATERIALS: Construction paper, word list (answer sheet)

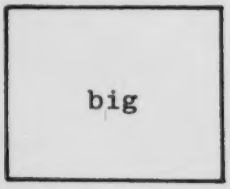
TEACHER DIRECTIONS:

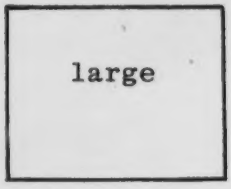
Print selected words and their synonyms on card size pieces of construction paper. A deck might be comprised of from fifteen to forty word pairs. Shuffle the deck and lay the cards face down in rows. As in concentration, each students turns two cards over, keeps matched pair of synomyms, and replaces unmatched cards face down in the original position. (Students may consult answer sheet.)

SAMPLE ITEM:

DIRECTIONS: Shuffle the cards and lay them face down in rows. Each player turns 2 cards over and keeps any 2 cards that match. Unmatched cards are returned to their place, face down. Playing continues until all cards are matched. The winner has the most pairs of cards.

big	large
little	small
start	begin
present	gift
right	correct
clear	bright
fasten	stick
cry	weep





ALTERNATIVE: Card decks may be based on antonyms or homonyms as well.

SYNONYMS

SKILL: Vocabulary - Synonyms

MATERIALS: Textbook or other instructional materials, teacher-made exercise

TEACHER DIRECTIONS:

Develop an exercise from the textbook assignment or unit of study to help students expand their vocabulary through the study of synonyms.

SAMPLE ITEM:

DIRECTIONS: Find the two words in each row that are most nearly alike in meaning. Circle the two words.

1.	trade	maloca	reduce	exchange	bargain
2.	sharecropper	plantation	domestic	manioc	farm
3.	tributaries	mouth	rivers	source	vein
4.	cacao	tame	domestic	coniferous	tropical
5.	tropical	latitude	waterways	forest	hot
6.	crops	vine	lianas	cattle	pasture
7.	cargo	climate	basin	weather	longitude
8.	maloca	apartment	steamer	port	tapioca
9.	branches	rainfall	sloth	source	beginning
10.	balsa	tapioca	maloca	import	manioc

Text: The World Around Us, pp. 490-494

SYNONYMS

SKILL: Vocabulary - Synonyms

MATERIALS: Textbook or other instructional materials, teacher-made exercise

TEACHER DIRECTIONS:
Develop an exercise from the textbook assignment or unit of study. Help students expand their vocabulary through the study of synonyms.

SAMPLE ITEM:

Word Scramble

The World Around Us
Chapter 1- Around the Amazon

DIRECTIONS: Unscramble the words given to find two words that are alike in meaning.

1. edatr _____
   chexagne _____
2. rafm _____
   taptilnona _____
3. nevi _____
   Anasti _____
4. limacte _____
   hertaew _____
5. acolam _____
   thetmarap _____
6. tema _____
   ictdmose _____
7. oicnam _____
   acoptia _____
8. urceso _____
   igningneb _____
9. butriiestar _____
   striev _____
10. laciprot _____
    tho _____

Text: The World Around Us, pp.75-86

SYNONYMS

SKILL: Vocabulary - Synonyms

MATERIALS: Textbook or other instructional materials, teacher-made exercise

TEACHER DIRECTIONS:

Develop an exercise from the class assignment to help students expand their vocabulary through the study of synonyms.

SAMPLE ITEM:

The World Around Us
Chapter 1 - Around the Amazon

DIRECTIONS: Choose the synonym for each of the words listed below.

1. trade _____
2. plantation _____
3. tributaries _____
4. domestic _____
5. tropical _____
6. lianas _____
7. climate _____
8. maloca _____
9. source _____
10. manioc _____

tame	veins	longitude	rivers	bargains
pasture	coniferous	farm	exchange	apartment
basin	weather	cargo	tapioca	crops
wine	port	waterways	hot	beginning

Text: The World Around Us, pp. 75-86

SYNONYMS

SKILL: Vocabulary - Antonyms

OBJECTIVES: To help the pupil learn new words and retain them

TEACHER DIRECTIONS:

Divide the class into teams of six members each. Pronounce a word and use it in a sentence. Each pupil on a team that gives a word of the opposite meaning scores a point.

SAMPLE ITEM:

Tame

The lion was (tame/wild).

SKILL: Vocabulary - Spelling

MATERIALS: Social Studies word list

TEACHER DIRECTIONS:

Divide the class into two teams. A player may choose a word from a five cent, fifteen cent or twenty-five cent category --- words are grouped in categories of difficulty from five to twenty-five cents. Add the value of a correct word to a team's score. If a player misspells a word, it is not necessary to sit down, but the team does not add that word's value to its final total.

SAMPLE ITEM:

Spelling Money Bank

5¢	10¢	25¢
tribe	quinine	latitude
crop	sewage	longitude
inland	density	transportation
trail	gourds	peninsula
source	network	topography
trade	seedlings	international
rice	bamboo	plantations
tile	dialect	manganese

SPELLING

SKILL: Vocabulary - Spelling

MATERIALS: None

TEACHER DIRECTIONS:

Players sit in a semicircle and one person begins the game with a letter (the person should have a social studies word in mind). The next person in the circle adds a letter, as does the next, and so on. The player who ends a word subtracts a point. The lowest score wins.

SPELLING

SKILL: Vocabulary - Spelling

MATERIALS: Several spelling lists

TEACHER DIRECTIONS:

A leader is appointed in each row, each leader is supplied with a list of spelling words. The leader pronounces the first word from the test. The first student in each row (not the leader) uses the blackboard and writes the word as quickly as he can. If he mispells the word the next student in the row must correct it. If he also misses it the next speller must see that it is corrected. The team that completes the list is the winner.

SPELLING

SKILL: Vocabulary - Multiple Meaning

MATERIALS: Vocabulary words used in social studies that also have other meanings

TEACHER DIRECTIONS:

List words found in social studies that often have other meanings. Have students match each word with the appropriate meaning.

SAMPLE ITEM:

branch	grid	legend
combine	coke	bank
atmosphere	revolution	

_____ A word that refers to the whole mass of air surrounding the earth.

_____ An area of shallow water, especially in an ocean or sea.

_____ A tributary or smaller stream which flows into the larger main stream of water.

_____ Partly burned coal, used as fuel.

_____ A large farming machine that cuts and threshes grain in a single operation

_____ A pattern of fine lines found on a map running from top to bottom and from left to right.

_____ A list of the symbols used on a map.

_____ In social studies overthrowing a government or ruler by those governed.

Text: The World Around Us, pp. 490-494

MULTIPLE MEANING

SKILL: Vocabulary - Context Clues

MATERIALS: Textbook or other instructional materials, teacher-made exercise

TEACHER DIRECTIONS:

Select a paragraph or several paragraphs from your textbook or other instructional material being studied and create exercises for using the context. This exercise may be used as an introduction to a new area of study.

SAMPLE ITEM: Directions: Fill in the blanks with the correct answer from those listed below.

The World Around Us
Life in the Treetops

At first 1)_____ it seems that there are no animals in this 2)_____ forest but actually there are animals 3)_____. Animals are hard to see because their colors 4)_____ with the browns and greens of the 5)_____ and vines. The animals live 6)_____ in the treetops, where they find fruits, nuts, and tender 7)_____ for food.

1.	a)	glance	b)	response	c)	remark
2.	a)	constant	b)	hidden	c)	dense
3.	a)	disguised	b)	everywhere	c)	seen
4.	a)	clash	b)	blend	c)	change
5.	a)	trees	b)	animals	c)	stones
6.	a)	swinging	b)	low	c)	mostly
7.	a)	branches	b)	sticks	c)	leaves

Text: The World Around Us, p. 90

CONTEXT CLUES

SKILL: Vocabulary - Context Clues

MATERIALS: Textbook or other instructional materials, teacher-made exercise

TEACHER DIRECTIONS:

Using words taken from the class assignment or unit of study, create an exercise to help students decipher word meaning through use of context clues.

SAMPLE ITEM:

DIRECTIONS: Select the word that belongs in the blanks from those definitions listed below.

1. The Tropical Rainforest has a _____ climate.
2. _____ _____ are important to the people in the Tropical Rainforest.
3. An Amazonian bitten by a mosquito may suffer from _____.
4. The _____ in the Tropical Rainforest are a major source of transportation.
5. _____ creep along the ground and climb the trees, reaching upward toward the sunlight.

a. domestic animal- a tame animal, such as a horse or cow that is helpful to man

b. humid - moist or damp

c. liana - a large climbing plant found especially in rainforests

d. malaria - a fever often caused by the bite of a mosquito

e. waterway - a river, canal, or other body of water used for transportation

CONTEXT CLUES

SKILL: Vocabulary - Context Clues

MATERIALS: Textbook, 24" by 3" strips of construction paper, one black marking pencil, one red marking pencil

TEACHER DIRECTIONS:

The teacher selects sentences from the textbook which contain words with which students are expected to become familiar. Each sentence is printed on a strip of paper. The word to be learned is printed in red. The students are asked to figure out the meaning of the word by using the other words in the sentence as clues.

SAMPLE ITEM:

DIRECTIONS: Define the underlined word in your own words. Look at the remainder of the sentence for clues.

1. The scribes kept records of accounts and other documents.

2. Farming is done in the country; not in the urban areas.

3. Christians have one god; but the Sumerians had many deities.

ALTERNATIVE:

Lessons of this type can be produced in worksheet format.

CONTEXT CLUES

SKILL: Vocabulary - Words in Context and Sentence Building

MATERIALS: Index cards (3" by 5" one side lined, one plain); felt-tipped pen; dice; Magic Markers - red, yellow, and blue; paper and pencil for each player; selected vocabulary list containing nouns, verbs, and modifiers; approximately 20 each (for two players)

TEACHER DIRECTIONS:
(1) Mark across corner (lined side) an even number of cards - red, yellow and blue. Red = verbs; blue = nouns; yellow = modifiers, (At least 20 cards for each color). (2) On plain side of card, using felt-tipped marker, place nouns, verbs, and modifiers according to color card. Note: All words should come from a related vocabulary list. See sample list that follows.

SAMPLE ITEM:

DIRECTIONS:

Sentence Mate

To begin the game, all blue, red, and yellow cards are placed, word side down (color side up) in the center of the table in their respective piles. First player throws dice and may pick up the number of cards indicated by the number on the dice. Any combination of colors may be chosen as long as the correct total number of cards are chosen. Each player proceeds in turn until one of the players has enough cards to make a sentence. Only one card of each color is required to make a sentence. Players may hold cards as long as they choose before making a sentence. Players may, when it is their turn, exchange a card from their hand for a card from the table if they prefer. (Always a card of the same color must be exchanged). The object of the game is to make a sentence from the cards selected. The sentence is written on the player's paper. The player with the most words used in sentences when the last card is pulled from the deck WINS THE GAME!!!

(Continued on next page)

SAMPLE ITEM:

SENTENCE MATE

(blue)(B) NOUNS		(red)(R) VERBS		(yellow) (Y) MODIFIERS	
1.	quinine	1.	import	1.	dense
2.	pottery	2.	export	2.	independent
3.	tungsten	3.	feature	3.	eastward
4.	delta	4.	shift	4.	thatched
5.	rice	5.	trade	5.	humid
6.	dialect	6.	erode	6.	manmade
7.	congo	7.	farm	7.	cultural
8.	rapids	8.	govern	8.	future
9.	source	9.	predict	9.	malarial
10.	plantations	10.	process	10.	arid
11.	rainforest	11.	guide	11.	latitudinal
12.	growth	12.	produce	12.	longitudinal

By using 1 (Y), 4 (B), 4 (R), 11 (R), 8 (Y), and 12 (B), the following sentence is constructed:

Dense delta shifting guides future land growth.

Text: The World Around Us, pp. 73-112

SKILL: Vocabulary - Syllabication

MATERIALS: None

TEACHER DIRECTIONS:

Have students make up a sentence which begins with a one syllable word. Follow this with a two syllable word, a three syllable word, and so on until they have gone as far as they can go. Students then finish the sentence by decreasing by one the number of syllables in each succeeding word (the last word in the sentence should be a one syllable word).

SAMPLE ITEM:

For many centuries alluvial deposits muddied
1 2 3 4 3 2

streams.
1

SKILL: Vocabulary - Syllabication

MATERIALS: Textbook, teacher-made exercise

TEACHER DIRECTIONS:

Take a paragraph or more from the textbook assignment and leave out the syllables in some of the words. Have students add the missing syllables using the book first and then without the book when they feel confident enough.

SAMPLE ITEM:

The World Around Us

Chapter 1 - Around the Amazon

Section - Animals of the Rainforest

In the _____ical rain_____est the place to look for animal life is overhead. There are a great many tree-living an___mals, for the tree tops pro_____ the richest supply of food. Bright _____colored birds flash through the leaves and fill the air with their cries. Mon_____, snakes, squirrels, rac_____, and other ani_____ climb through the trees. The sloth is a strange crea_____ that _____dom moves, and hangs upside down from the branches.

Text: The World Around Us, p. 78

SYLLABICATION

SKILL: Vocabulary - Syllabication

MATERIALS: Textbook, teacher-made exercise

TEACHER DIRECTIONS:

Compile a list of words from the textbook assignment or the unit being taught. Read the words aloud and have students indicate by a numerical symbol how many syllables are found in the word.

SAMPLE ITEM:

The World Around Us

Unit One - Rain and More Rain

Teacher's List		Student's List	
1.	malocca	1.	3
2.	rainforest	2.	3
3.	tropical	3.	3
4.	domestic	4.	3
5.	waterway	5.	3
6.	Amazon	6.	3
7.	tributaries	7.	4
8.	Congo	8.	2
9.	peninsula	9.	4
10.	quinine	10.	2

Text: The World Around Us, pp. 73-112

SKILL: Vocabulary - Syllabication

MATERIALS: Textbook, teacher-made exercise

TEACHER DIRECTIONS:

Compile a list of words from the textbook assignment or the unit being studied. Have students write the syllable parts of each word on spaces provided.

SAMPLE ITEM:

The World Around Us

Chapter 1 - Around the Amazon

DIRECTIONS: Write the syllable parts of each word in the spaces provided.

1. density _____ _____ _____
2. humid _____ _____
3. humidity _____ _____ _____ _____
4. waterway _____ _____ _____
5. transportation _____ _____ _____ _____
6. manioc _____ _____ _____
7. Belem _____ _____
8. export _____ _____
9. import _____ _____
10. plantation _____ _____ _____

Text: The World Around Us, pp. 75-86

SYLLABICATION

SKILL: Vocabulary - Syllabication

MATERIALS: Textbook or other instructional material, teacher-constructed worksheet

TEACHER DIRECTIONS:

The teacher selects words from a given textbook or chapter. Each word is divided into syllables. The syllables in each word are scrambled. The student is asked to unscramble the syllables and make a word.

SAMPLE ITEM:

DIRECTIONS: Unscramble the syllables to make a word. Write the word in the space provided.

1. tion ir a rig _____
2. plor ex tion a _____
3. ty den si _____
4. por trans tion ta _____

ALTERNATIVE:

The syllables of a word can be printed on cards of the same color. The student is asked to arrange the cards to make a word and then write it on paper. Sets of syllable words are kept in envelopes for use at learning stations.

SKILL: Vocabulary - Prefixes

MATERIALS: Textbook or other instructional materials, teacher made exercise (Refer to "Dictionary of Word Parts on page 125-134)

TEACHER DIRECTIONS:

Compile a list of words from the textbook or other instructional materials for the unit of study which contains prefixes. Help students to decipher meaning by using prefix clues in vocabulary development.

SAMPLE ITEM:

DIRECTIONS: Fill in the blanks using your knowledge of prefixes.

1. A boat heading inland is going _____ the shore.
2. An impossible task is one that is _____ possible.
3. A person who is unhealthy must go to the doctor because he/she is _____.
4. To export goods is to send them _____ the country.
5. Cargo is often transported _____ state boundaries.

PREFIXES

SKILL: Vocabulary - Prefixes

MATERIALS: Textbook or other instructional material, teacher-made exercise (Refer to "Dictionary of Word Parts" on pages 125-134)

TEACHER DIRECTIONS:

Compile several sentences from the textbook assignment or other instructional material which contain prefixes and develop exercises to help students use prefix clues in deciphering meaning.

SAMPLE ITEM:

Unit One - Rain and More Rain

DIRECTIONS: Read the sentences below. Using your knowledge of prefixes, choose the correct response to the questions given.

1. On some of the small islands of the Asiatic rainforest, human life would be almost im-possible without the coconut palm.

Which is the true statement about the coconut palm?

a. Life would almost not be possible without the coconut palm.
b. Life would be easy without the coconut palm.
c. Life has nothing to do with the coconut palm.

2. Because of insects and for other reasons, the tropical rainforest is unhealthy for horses, cows, and sheep.

Which is the true statement about the tropical rainforest?

a. The tropical rainforest is a healthy place for horses, cows, and sheep.
b. The tropical rainforest is not a healthy place for horses, cows, and sheep.

(Continued on next page)

c. The tropical rainforest has many horses, cows, and sheep.

3. In return the country exports its own products or pays for the imported goods with money.

Which is the true statement about the country and its products?

a. The country pays money for the products it sends out.
b. The country pays money for the products brought in.
c. The country brings in products to sell.

4. From these docks the rainforest products are reshipped to other parts of the world.

Which is the true statement about the rainforest products?

a. The rainforest products are not shipped to other parts of the world.
b. The rainforest products are shipped excessively to other parts of the world.
c. The rainforest products are shipped again to other parts of the world.

5. They transport these goods along rivers in boats of many kinds, from tiny canoes to large river freighters.

Which is the true statement about the goods?

a. The goods are carried across the river in boats.
b. The goods are left off in ports.
c. The goods are contained in ports.

Text: The World Around Us, pp. 73-112

SKILL: Vocabulary - Prefixes

MATERIALS: Textbook or other instructional materials, teacher-made exercise (Refer to "Dictionary of Word Parts" on pages 125-134)

TEACHER DIRECTIONS:

Compile a list of words from the textbook (or other) assignment or unit of study which contain prefixes. Help students to decipher meaning by using prefix clues in vocabulary assignments.

SAMPLE ITEM:

DIRECTIONS: Using your Dictionary of Word Parts, (pp. 86-94 in Appendices) fill in the blanks.

1. Inland has the prefix ____ which means_____.
   Inland means_____.

2. Impossible has the prefix____ which means____.
   Impossible means_____.

3. Unhealthy has the prefix____ which means_____.
   Unhealthy means_____.

4. Export has the prefix____ which means_____.
   Export means_____.

5. Transport has the prefix____which means_____.
   Transport means_____.

6. Nonsloping has the prefix____ which means____.
   Nonsloping means_____.

7. Overgrown has the prefix____ which means_____.
   Overgrown means_____.

8. Independent has the prefix____ which means___.
   Independent means_____.

PREFIXES

SKILL: Vocabulary - Suffixes

MATERIALS: Textbook or other instructional materials, teacher-made exercise, (Refer to "Dictionary of Word Parts" on pages 125-134)

TEACHER DIRECTIONS:

Compile a list of suffixes from the textbook assignment or unit of study. Help students to decipher meaning of words by using suffix clues in vocabulary development.

SAMPLE ITEM:

DIRECTIONS: Using your dictionary of word parts connect the suffix to its proper meaning.

1.	greatly	a.	act of process of
2.	shipment	b.	in a _____ manner
3.	coastal	c.	in the direction of
4.	feathery	d.	act, state, fact of
5.	enormous	e.	full of
6.	European	f.	characterized by
7.	protection	g.	full of; characterized by
8.	eastward	h.	of, like, pertaining to
9.	graceful	i.	of, having to do with
10.	reddish	j.	belonging to, having the characteristics of

SUFFIXES

SKILL: Vocabulary - Suffixes

MATERIALS: None

TEACHER DIRECTIONS:

Make a list of basewords. Have students add prefixes and suffixes to the basewords. Make as many words as possible by using the base-words below.

SAMPLE ITEM:

DIRECTIONS: Add prefixes and suffixes to these base words. Make as many new words as you can.

Pay

Kind

Health

Sense

Prefix	Baseword	Suffix
RE	PAY	MENT
UN	KIND	NESS
	HEALTH	Y
NON	SENSE	

SKILL: Vocabulary - Suffixes

MATERIALS: Textbook or other instructional material, teacher-made exercise, (Refer to "Dictionary of Word Parts" on pages 125-134)

TEACHER DIRECTIONS:

Compile a list of words from the class assignment which contain suffixes. Help students to decipher meanings by using suffix clues in vocabulary development.

SAMPLE ITEM:

DIRECTIONS: Select from the following list the words whose suffixes have the meaning given below. Define the word by completing the line. Use your Dictionary of Word Parts when necessary.

cloudless deadly

graceful shipment

rainy

1. _____ without a _____
2. _____ full of _____
3. _____ act of _____
4. _____ characterized by _____
5. _____ in a _____ manner

SUFFIXES

SKILL: Vocabulary - Suffixes

MATERIALS: Textbook, teacher-made exercise, (Refer to "Dictionary of Word Parts" on pages 125-134)

TEACHER DIRECTIONS:

Compile a list of words from the textbook assignment which contain suffixes and develop an exercise which helps students to use suffix clues in vocabulary development.

SAMPLE ITEM:

DIRECTIONS: Using the suffix as a clue, write the meaning of these words on the lines that follow.

SUFFIXES

A. The meaning of some suffixes is obvious, e.g., careful full of care

ex. beautiful full of beauty

healthful _____

graceful _____

ex. cloudless without a cloud

motionless _____

B. Some suffixes mean state or act of

ex. enjoyment act of enjoying

government _____

shipment _____

manufacture _____

ex. moisture _____

C. Some suffixes mean of or having to do with

ex. American of or having to do with America

(Continued on next page)

European _____

Amazonian _____

African _____

Congoan _____

D. Some suffixes mean <u>of</u> or <u>like</u>

ex. equatorial of the equator

natural _____

coastal _____

E. Some suffixes mean <u>characterized by</u>

ex. rainy characterized by rain

grassy _____

feathery _____

fleshy _____

leafy _____

F. Many suffixes mean in a _____ manner

ex. brightly in a bright manner

widely _____

wholly _____

brilliantly _____

deadly _____

SKILL: Vocabulary - Suffixes

MATERIALS: Textbook or other instructional materials, teachermade exercise, (Refer to "Dictionary of Word Parts" on pages 125-134)

TEACHER DIRECTIONS:

Compile a list of suffixes from the textbook assignment or other instructional unit. Help students to decipher meaning of words by using suffix clues in vocabulary development.

SAMPLE ITEM:

DIRECTIONS: Creat a new word by adding suffixes to the following:

1. east + ward = _____
2. ship + ment = _____
3. coast + al = _____
4. great + ly = _____
5. beauty + ful = _____
6. value + able = _____
7. cloud + less = _____
8. leaf + y = _____
9. protect + ion = _____
10. nature + al = _____

CAUTION: some words will need a change in spelling.

SKILL: Vocabulary - Suffixes

MATERIALS: Textbook teacher-made exercise, (Refer to "Dictionary of Word Parts" on pages 125-134)

TEACHER DIRECTIONS:

Develop an exercise from the textbook assignment to help students decipher meaning by using suffix clues in vocabulary development.

SAMPLE ITEM:

DIRECTIONS: In the following passage you will find words which contain these suffixes: -able, -ful, -y, -ish, -ion, -ous, -ment, and -ure. Underline these words.

The World Around Us

Chapter 2 - The Valuable Oil Palm

Of all the forest products, palm oil is the most valuable. The oil palm is a beautiful tree. Its graceful trunk rises 50 feet or more to a crown of feathery leaves. Twice a year the oil palm produces fruit that looks like a large, reddish-purple plum. Inside the thick skin of the fruit is a white fleshy pulp that is rich vegetable oil. For years the Bantu have been using this oil in cooking and as a fuel for lamps. They also rub it on their bodies for protection against insects. The Bantus also sell enormous quantities of this oil for shipment to the United States and Europe, where the people have developed their own way to use it. The oil is used in the manufacture of margarine, soap, candles, and other articles.

Text: The World Around Us, p. 94

SUFFIXES

COMPREHENSION

ACTIVITIES

SKILL: Comprehension - Main Idea

MATERIALS: Textbook, strips of construction paper 24 x 3, black marking pencil

TEACHER DIRECTIONS:

The teacher selects a paragraph in which the main idea is stated. Each sentence in the paragraph is copied on to a strip of paper. (Capital leters are 2" high, lower case letters are ½" high). Students are asked to move the sentence which expresses the main idea to different positions within the paragraph in order to see that the main idea of the paragraph is not necessarily in the first sentence.

SAMPLE ITEM:

No society has enough resources to supply all the goods and services wanted by its people.

Because of this, the members of a society must decide how to use the resources they have.

They must make choices.

How they make these choices depends on what they think is most important.

Steel used to make tanks, for example, cannot be used to make bicycles.

Whatever decisions they make, people should remember that, when they choose to use resources for one product, they are also choosing to give up other products.

Text: Social Sciences: Concepts and Values, p. 195

MAIN IDEA

SKILL: Comprehension - Main Idea

MATERIALS: Textbook

TEACHER DIRECTIONS:

Select a paragraph from the social studies text and construct multiple choice statements pertaining to the paragraph. One of the items should state the main idea of the paragraph.

SAMPLE ITEM:

DIRECTIONS: Read the following paragraph and choose from the items below the statement which best expresses the Main Idea of the paragraph.

Few trees grow north of the Arctic circle. Toward the Arctic coast the woodlands disappear altogether. The only vegetation is grass and shrubs. This bleak country is called the tundra. Northern Europe, northern Canada, and Alaska have treeless lands like this.

1. The many forests of the Arctic region.
2. Northern Europe has treeless lands.
3. Few trees grow north of the Arctic.
4. The land north of the Arctic is cold.

Text: Geography of the Old World, p. 217

MAIN IDEA

SKILL: Comprehension - Main Idea

MATERIALS: Textbook or other instructional materials

TEACHER DIRECTIONS:

Select a paragraph from the text or other instructional material and construct multiple choice statements pertaining to the paragraph. One of the items should state the main idea.

SAMPLE ITEM:

DIRECTIONS: Read the following paragraph and choose from the items below the statement which best expresses the Main Idea of the paragraph.

The religion the Pharoah represented was an important part of Egyptian culture. Egyptians were especially concerned about life after death. They believed that those things they valued during their lives would also be useful after they had died. To prepare for this second life, each Pharoah carefully chose a place for his tomb. Then, he spent the rest of his life having it built and furnished for use after death.

1. The Pharoah spent his whole life furnishing his tomb.
2. The Egyptian culture was concerned with life after death.
3. It was important to carefully choose a place for Pharoah's tomb.
4. Egyptians believed they could use the goods they valued in this life in their second life as well.

Text: The Social Sciences: Concepts and Values, p. 120

MAIN IDEA

SKILL: Comprehension - Main Idea

MATERIALS: Textbook or other instructional materials of varying levels or take a paragraph from a social studies text in use, 5 x 8 cards

TEACHER DIRECTIONS:

Teacher writes out each paragraph on index cards. The students are asked to write a title for each paragraph.

SAMPLE ITEM:

DIRECTIONS: After reading the paragraph, write a title that tells about it

From the very beginning, the United States has had a large middle class. Most of the men who first came from England to settle this country were storekeepers, small traders, property owners, and skilled city craftsmen. There were upper classes made up of large landowners and rich merchants. There were also lower classes made up of Negro and Indian slaves, and European servants. But most people belonged in the middle.

POSSIBLE ANSWER: Roots of U.S. Middle Class

Text: The Social Sciences: Concepts and Values, p. 154

MAIN IDEA

SKILL: Comprehension - Main Idea

MATERIALS: Textbook or other instructional material

OBJECTIVE: To help students develop skills in finding the main idea

TEACHER DIRECTIONS:

Ask students to compose a telegram based on a paragraph. See if other students can guess the meaning of the paragraph.

SAMPLE ITEM:

DIRECTIONS: Rewrite the following paragraph in telegraph form.

By June, melting snow and ice have flooded the streams. The surface of the ground thaws. Huge areas of swampy muskeg, or wet, spongy ground, make land travel almost impossible. In other places it seems bottomless. Muskeg covers some areas of hundreds and even thousands of square miles.

POSSIBLE ANSWER: By June snow and ice flood streams. STOP Ground thaws. STOP Muskeg covers miles.STOP Land travel impossible. STOP.

Text: The World Around Us, p. 394

MAIN IDEA

SKILL: Comprehension - Main Idea

MATERIALS: Paragraph(s) from text or related reading

TEACHER DIRECTIONS:

Distribute paragraph(s). Have students paraphrase the paragraph(s) in as few sentences as possible.

SAMPLE ITEM:

DIRECTIONS: Read the paragraph(s) and rewrite it in as few sentences as possible.

Timber is the most important product of the northern forestlands. Canadians ship lumber and pulpwood out of their forests in an unending stream. Indeed, forests have been and still are the basic natural resource of Canada.

POSSIBLE ANSWER: Timber is vital to Canada as its basic resource and most important product.

Text: The World Around Us, p. 394

MAIN IDEA

SKILL: Comprehension - Main Idea

MATERIALS: Paragraphs from text or related readings, teacher-made directions

TEACHER DIRECTIONS:

Explain how a topic noun functions in a paragraph. Distribute selected paragraphs. Have students locate the topic noun and trace it throughout the paragraph. (Identifying and tracing the topic noun may help them in determining the main idea and locating supporting facts and details.)

SAMPLE ITEM:

DIRECTIONS: Find the topic noun in the following paragraph(s) and trace it through. Give the main idea based on your discovery.

Pulpwood and lumber are used by many Canadian industries. Pulpwood is made from trees that are not large enough to be sawed into lumber. The wood is ground up and treated for use in making paper, rayon, and other products. Canada has very large pulp and paper industries. The Canadian mining industry uses much timber to support the roofs and sides of mine shafts and tunnels.

POSSIBLE ANSWER: The Canadian industries that use pulpwood and lumber include paper, pulp and mining.

Text: The World Around Us, p. 394

MAIN IDEA

SKILL: Comprehension - Main Idea

MATERIALS: Articles cut from the newspaper, teacher-made questions

TEACHER DIRECTIONS:

Find and distribute articles in which the main idea is presented in the first paragraph. Ask or hand out and have the students answer the sample questions.

SAMPLE ITEM:

DIRECTIONS: Read the article(s). Answer the following questions.

1. What information does paragraph one contain? Discuss the four W's - who, what, where, when and sometimes why!

2. Why wouldn't the second paragraph qualify as the main idea?

3. What idea does paragraph two, three, four, etc. develop and to what does it refer in paragraph one?

SKILL: Comprehension - Main Idea

MATERIALS: Magazine and newspaper pictures, political cartoons, posters, tagboard or construction paper

TEACHER DIRECTIONS:

The teacher selects pictures which are then mounted on tagboard or construction paper. (If desired, these can be laminated or covered with clear contact paper.) The students are asked to write a title for each picture.

ALTERNATIVE:

The pictures can be placed in a box for use at a learning station or presented to the entire class by using an overhead projector.

MAIN IDEA

SKILL: Comprehension - Main Idea

MATERIALS: Textbooks of varying reading levels (that can be cut up), 5 x 8 index cards, glue

TEACHER DIRECTIONS:

The teacher selects paragraphs in which the main idea is stated. The paragraphs are cut out and mounted on tagboard. They can be color coded to indicate reading level. The students are asked to write a sentence which expresses the main idea.

SAMPLE ITEM:

DIRECTIONS: Copy the sentence which best expresses the main idea.

The early Japanese were nature worshippers. They believed in gods of the forest, the sea, and the sky. They believed that the Sun Goddess founded the islands of Japan and that one of her descendants became the first emperor.

POSSIBLE ANSWER: The early Japanese were nature worshippers.

ALTERNATIVE:

The paragraphs can be placed in a box for use at a learning station or presented to the entire class by using an overhead projector.

MAIN IDEA

SKILL: Comprehension - Skimming for Main Idea

MATERIALS: Textbook or other instructional material

TEACHER DIRECTIONS:

Have all students turn to the same page (one that has not been read). Tell students they have five seconds to learn as much as they can. Tell them to be sure their eyes travel down the entire page. Give them no more than five seconds. Question students on what they've learned. (It will take practice for them to become adjusted to the speed.)

SKIMMING FOR
MAIN IDEA

SKILL: Comprehension - Details

MATERIALS: Textbook or other instructional materials, 3 x 5 cards

TEACHER DIRECTIONS:

The teacher selects 4-6 paragraphs from the textbook. The main idea of each paragraph is typed on a colored card. The remaining sentences from each paragraph are typed on cards of another color. All of the cards are shuffled. The students are asked to match each sentence with the correct main idea.

SAMPLE ITEM:

1. Family is very important.

2. Spartan boys...began to learn norms of behavior from their families.

* * *

Thus, each person depends on family members for food and shelter, as well as companionship.

One way in which children learned something about Spartan values was through stories and songs that were part of Spartan culture.

Because they depend on each other so much, family members tend to stay together all of their lives.

Some of these stories and songs were learned in the home.

People who work together are also related to each other.

Text: The Social Sciences: Concepts and Values, pp. 14 and 64

DETAILS

SKILL: Comprehension - Locating the Facts

MATERIALS: Textbook or instructional materials and teacher-made questions

TEACHER DIRECTIONS:

Questions are listed before the story or passage is read. The students locate the information needed to answer the questions as they read.

SAMPLE ITEM:

DIRECTIONS: Look for the answers to these questions as you read the following section.

1. Why don't the tobacco farmers use machines to cultivate their crops?

2. Why are most tobacco farms small?

3. How is tobacco grown?

Tobacco raising is hard work. The tiny seeds are first planted in special seed beds, where they sprout under a light cloth covering. Then the seedlings are carefully transplanted, usually by hand, to the fields. The growing plants are cultivated often, excess leaves are removed, and worms are picked off. Nearly all this work calls for careful hand labor. As a result, each farmer grows only as much tobacco as he and his family can take care of or as much as government regulations allow. Most tobacco farms are small--from three to ten acres.

Text: The World Around Us, pp. 234-235

LOCATING THE FACTS

SKILL: Comprehension - Sequence

MATERIALS: Textbook or other instructional materials, construction paper

TEACHER DIRECTIONS:

Select a short paragraph from the text and put each sentence on a strip of construction paper. Mix them in a box. Each student or group of students must arrange the strips in order. Compare results with original paragraph. Discuss the differences between the author's paragraph and the group paragraph.

Key words to help students determine sequence of events:

first	when
then	while
next	after that
in the meantime	and then
as a result	at least
finally	

SAMPLE ITEM:

DIRECTIONS: Organize the sentences into a complete paragraph.

Tobacco raising is hard work.

The tiny seeds are first planted in special seed beds where they sprout under a light cloth covering.

Then the seedlings are carefully transplanted, usually by hand to the fields.

The growing plants are cultivated often, excess leaves are removed, and the worms are picked off.

(continued on next page)

Nearly all this work calls for careful, hard work.

As a result, each farmer grows only as much tobacco as he and his family can take care of or as much as government regulations allow.

Most tobacco farms are small - three to ten acres.

ALTERNATIVES:

This can be presented in the form of a contest. The first group to finish wins.

Place more than one paragraph in the box.

Text: The World Around Us, pp. 234-235

SKILL: Comprehension - Sequence

MATERIALS: Student made

TEACHER DIRECTIONS:

Have members of the class write directions for an "every day" task. Select individuals to read the directions and perform the task.

SAMPLE ITEM:

DIRECTIONS: Write directions to an "every day" task. Include all of the steps. Questions to ask.

1. What was left out? How does this change the interpretation of the directions?

2. What causes trouble because the writer has not stated the directions clearly?

ALTERNATIVE:

Have class study examples of directions to see if writers have stated them clearly. (Sources: income tax forms, insurance forms, science experiments, sewing directions).

SKILL: Comprehension - Inference

MATERIALS: Newspaper and magazine editorials

TEACHER DIRECTIONS:

Have students select editorials from different newspapers, cross out all statements of opinion, and read what is left to the class.

SKILL: Comprehension - Inferences

MATERIALS: 24" x 18" sheet of tagboard or construction paper, magazines and newspaper clippings, glue, 24" x 3" strips of construction paper

TEACHER DIRECTIONS:

The teacher identifies a concept to be taught (i.e., People live in different kinds of homes; Industry has lessened the demand for unskilled labor). Pictures are then selected which substantiate the concept. These are glued on the tagboard sheet.

Students are assigned to teams of 4 - 5. Each team is given a tagboard concept sheet. The team is asked to think of a title and a statement is printed on the strip of construction paper. The concept sheet and statement about it are displayed in the classroom in order to reinforce the concept.

SKILL: Comprehension - Inference

MATERIALS: Magazine advertisements

TEACHER DIRECTIONS:

Ask students to identify the kind of person to whom certain advertisements are probably geared.

SAMPLE ITEM:

DIRECTIONS: For whom are the following ads intended?

A man with a tatooed arm smoking a cigarette.

A beautiful girl reclining on top of a sports car.

The picture of the Rock of Gibraltar.

SKILL: Comprehension - Inferences

MATERIALS: Teacher-constructed questions, paragraph from social studies text or other instructional materials

TEACHER DIRECTIONS:

Ask students to read paragraph and answer questions or draw conclusions based on what they have read.

SAMPLE ITEM:

DIRECTIONS: Read the following paragraphs and answer the question below.

Between 1650 and 1750 more than sixty million people died of smallpox in Europe. The virus was spread by contact with a person suffering from the disease. This disease is extremely contagious.

In 1947, a man left Mexico for a bus trip to New York. He became ill while on the way. When he had reached New York it was found he had smallpox.

A great many people had been exposed to smallpox, as this man travelled across the country from Mexico to New York. Soon, more cases of smallpox were reported here and there. The news was flashed over radios and in newspapers. People were urged to have themselves vaccinated. Thousands stood in line at doctors' offices to get vaccinations.

* * *

QUESTION: Judging from what you have read, would you conclude that we probably had a smallpox epidemic in our country in 1947? Why or why not?

INFERENCES

SKILL: Comprehension - Inference

MATERIALS: None

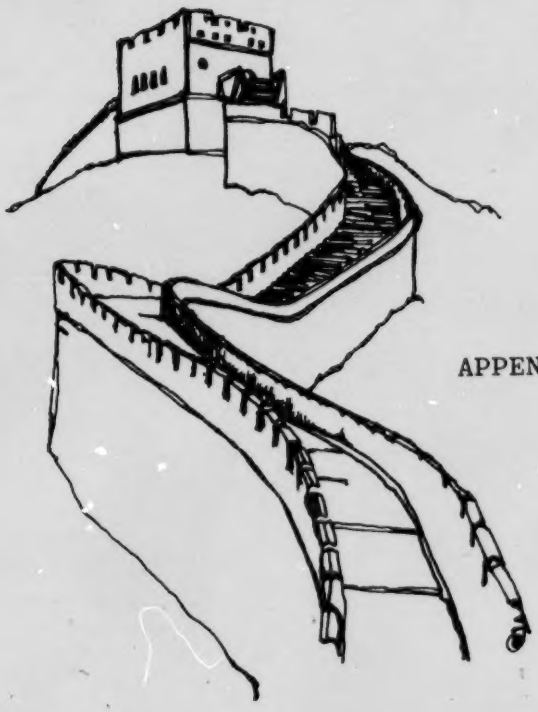
TEACHER DIRECTIONS:

Have the students list ten facts and ten opinions about themselves. Have them do the same for someone else they know well.

SAMPLE ITEM:

DIRECTIONS: List 10 facts and 10 opinions about yourself. Do the same for a good friend.

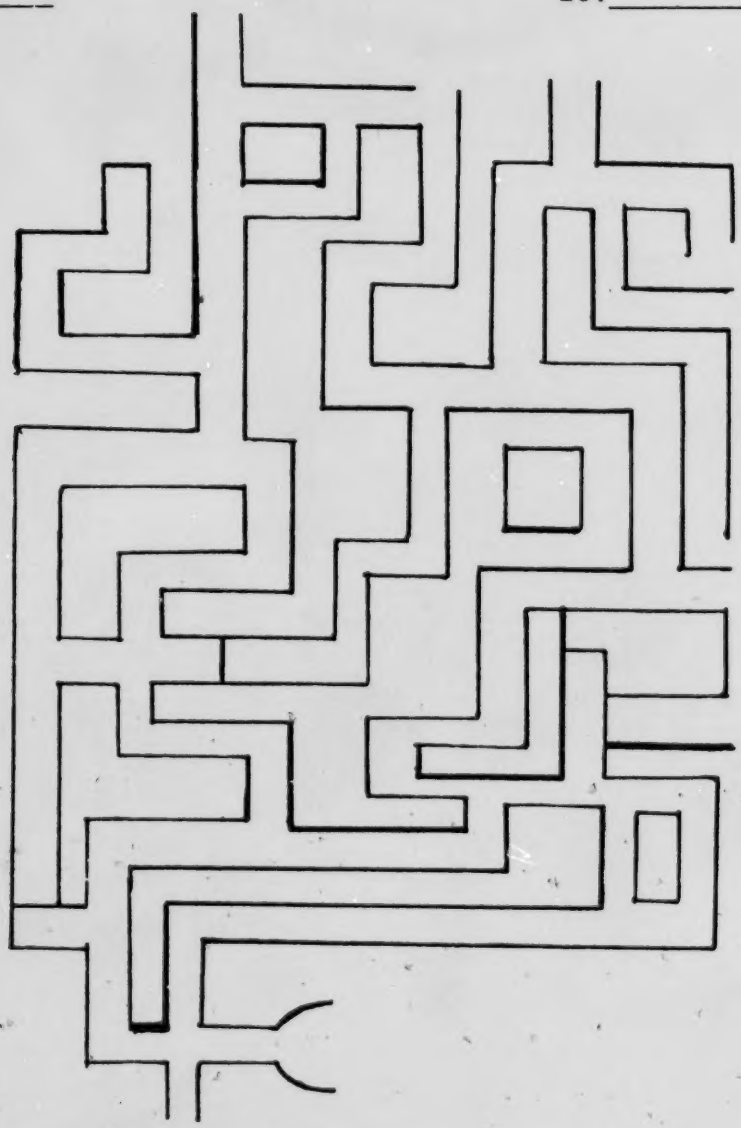
FACT	OPINION
male	friendly
5'8"	attractive
blue eyes	witty
the son of Mr. & Mrs. Smith	popular
13 years old	



APPENDICES

WORD MAZE MASTER

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

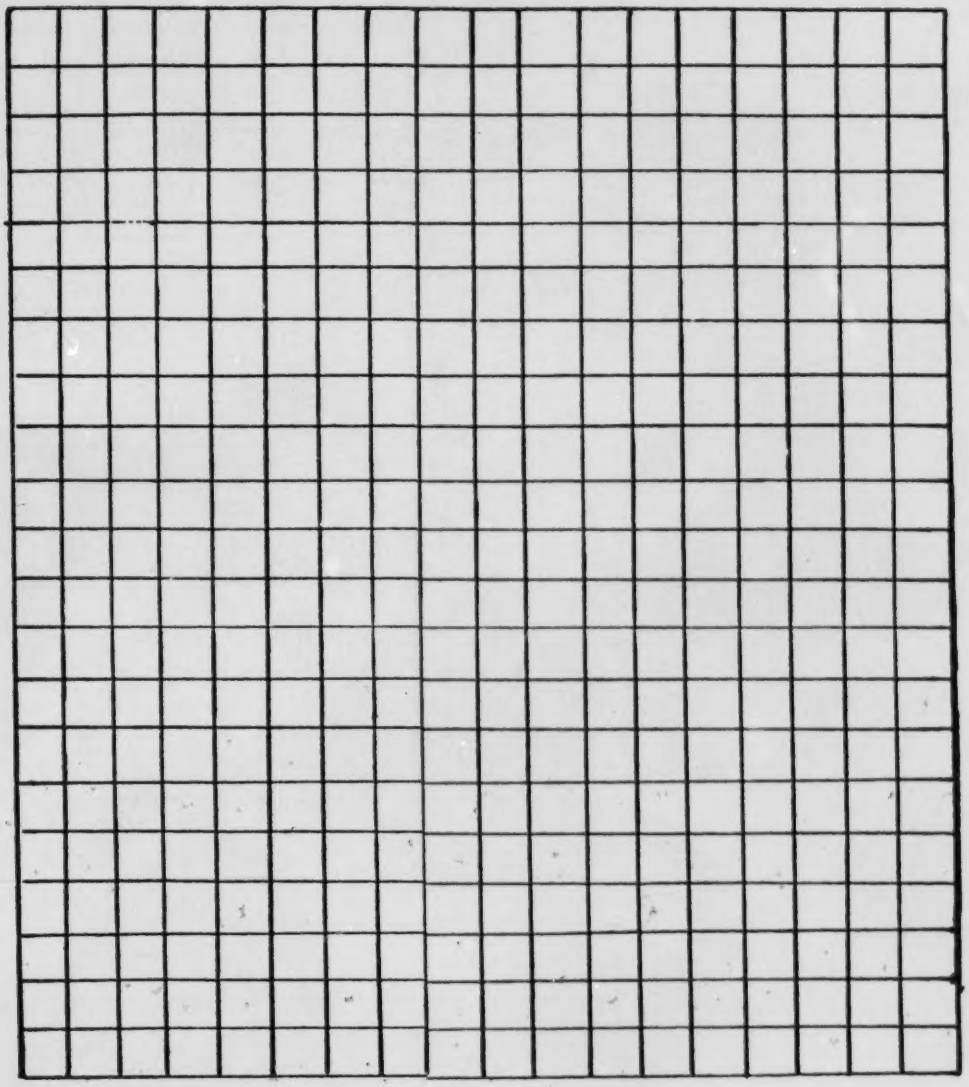


NAME _____

DATE _____

Reference: p. 40

SEEK AND FIND



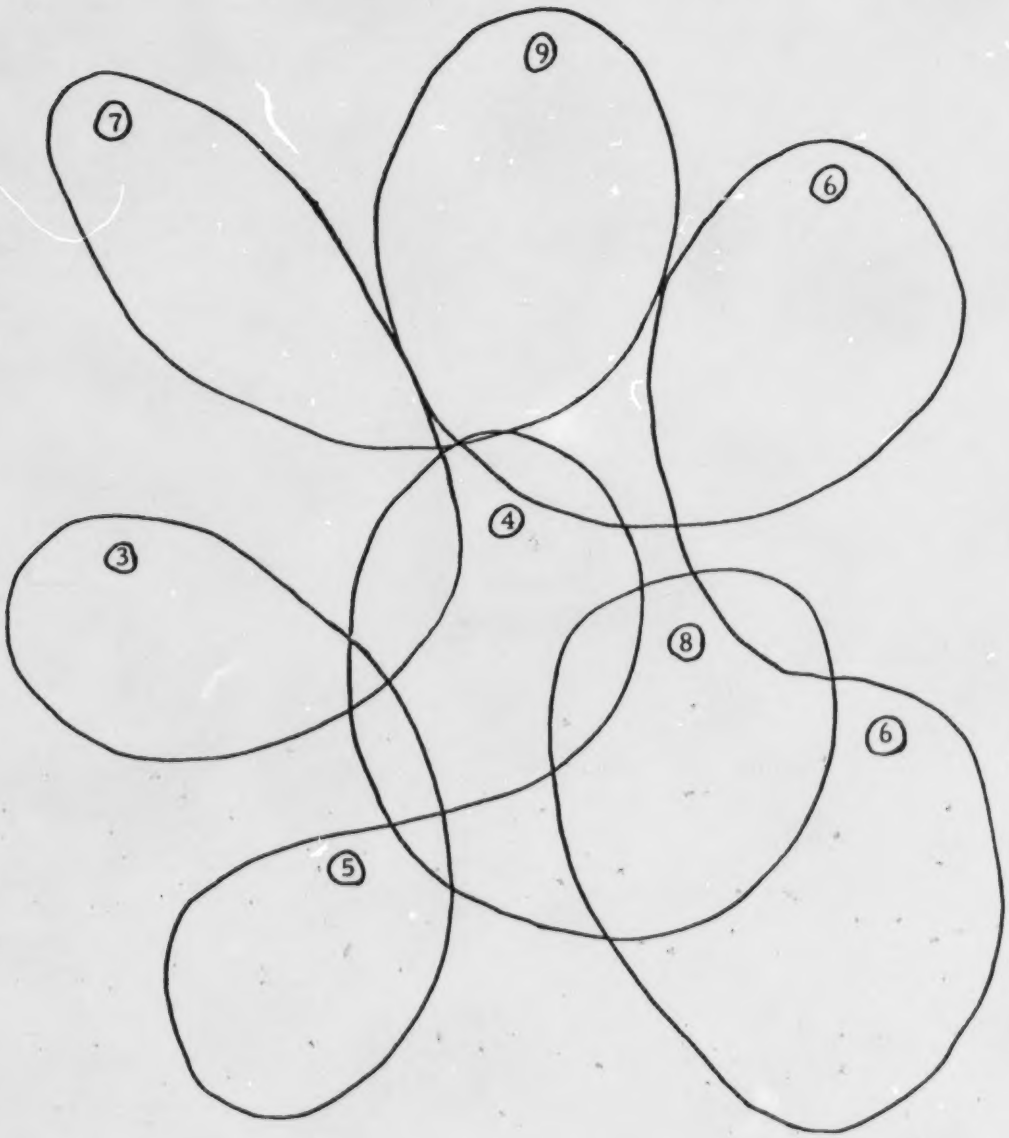
Subject_____ Name_____

Date_____

SEEK AND FIND
MASTER

Reference: pp. 41, 42

ADD-UP-THE-WORDS



Reference: p. 47

ADD-UP-THE-WORDS
MASTER

WORD TWIRL

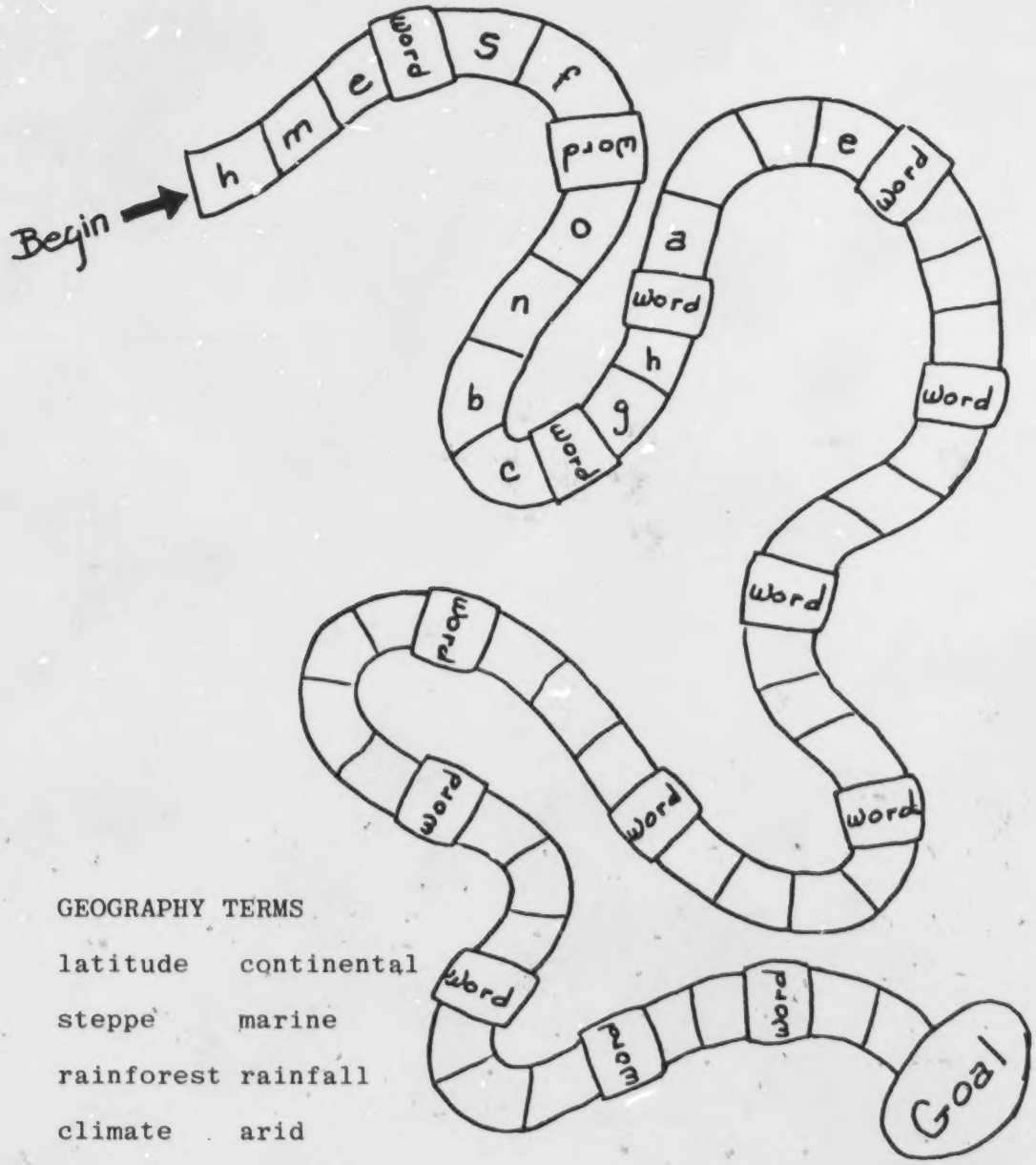
Subject_____

Name_____ Date_____

Reference: p. 49

WORD TWIRL
MASTER

"LET'S TRAVEL" BOARD GAME



GEOGRAPHY TERMS

latitude	continental
steppe	marine
rainforest	rainfall
climate	arid
semitropical	elevation
forestlands	topography
region	sealevel

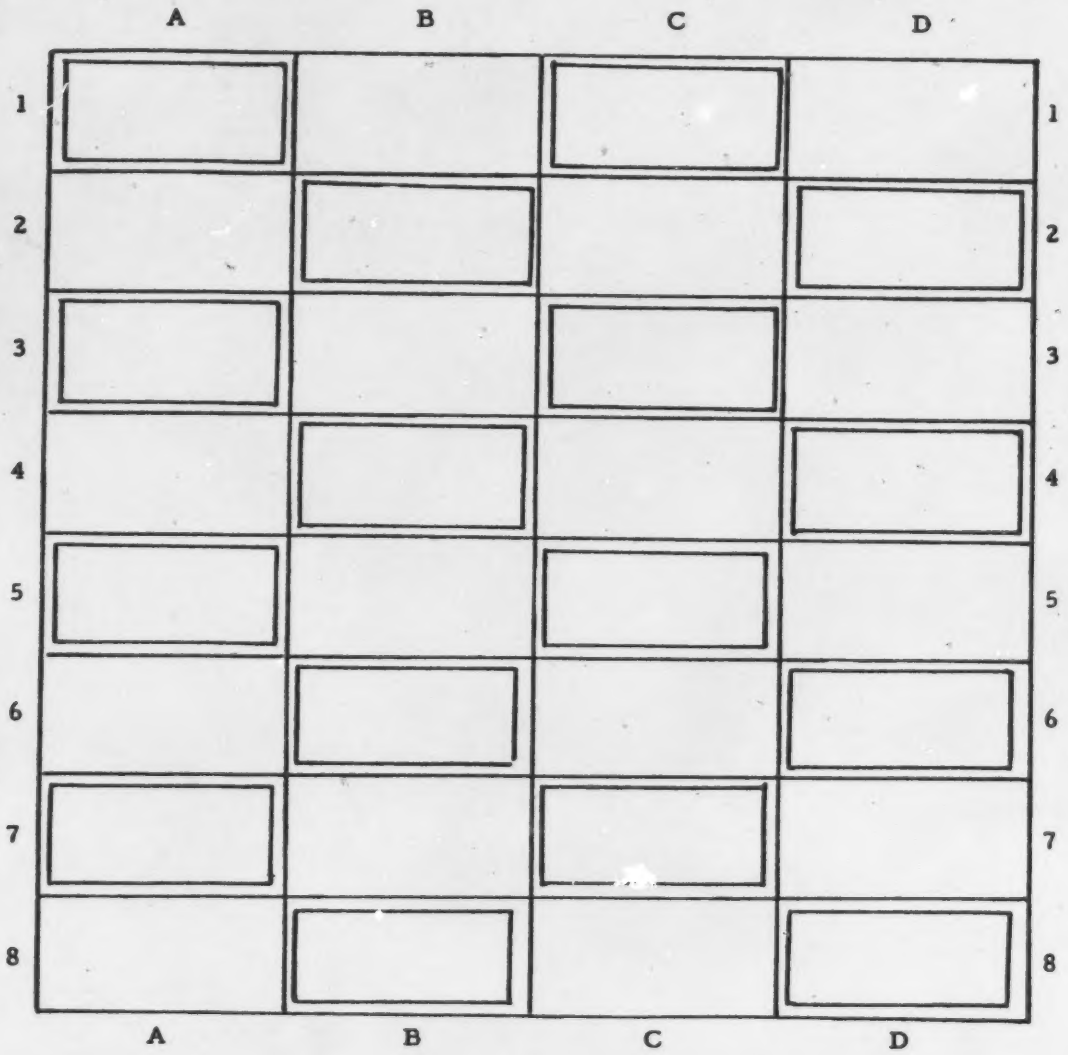
Reference: p.50

LET'S TRAVEL
MASTER

MATCHING SPACES

A1_____ B2_____ C1_____ D2_____

A3_____ B4_____ C3_____ D4_____



A5_____ B6_____ C5_____ D6_____

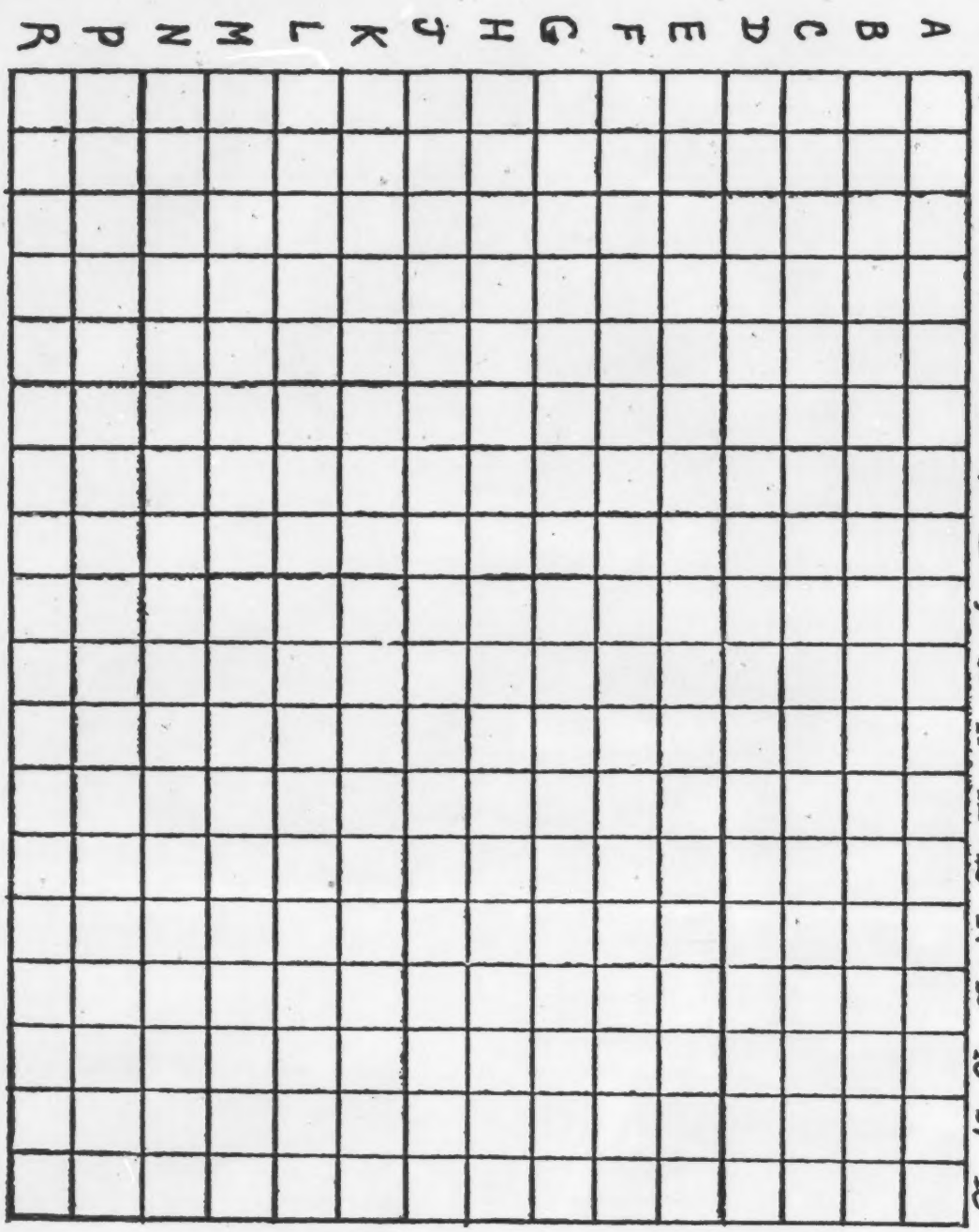
A7_____ B8_____ C7_____ D8_____

Name_____ Date_____

MATCHING SPACES
MASTER

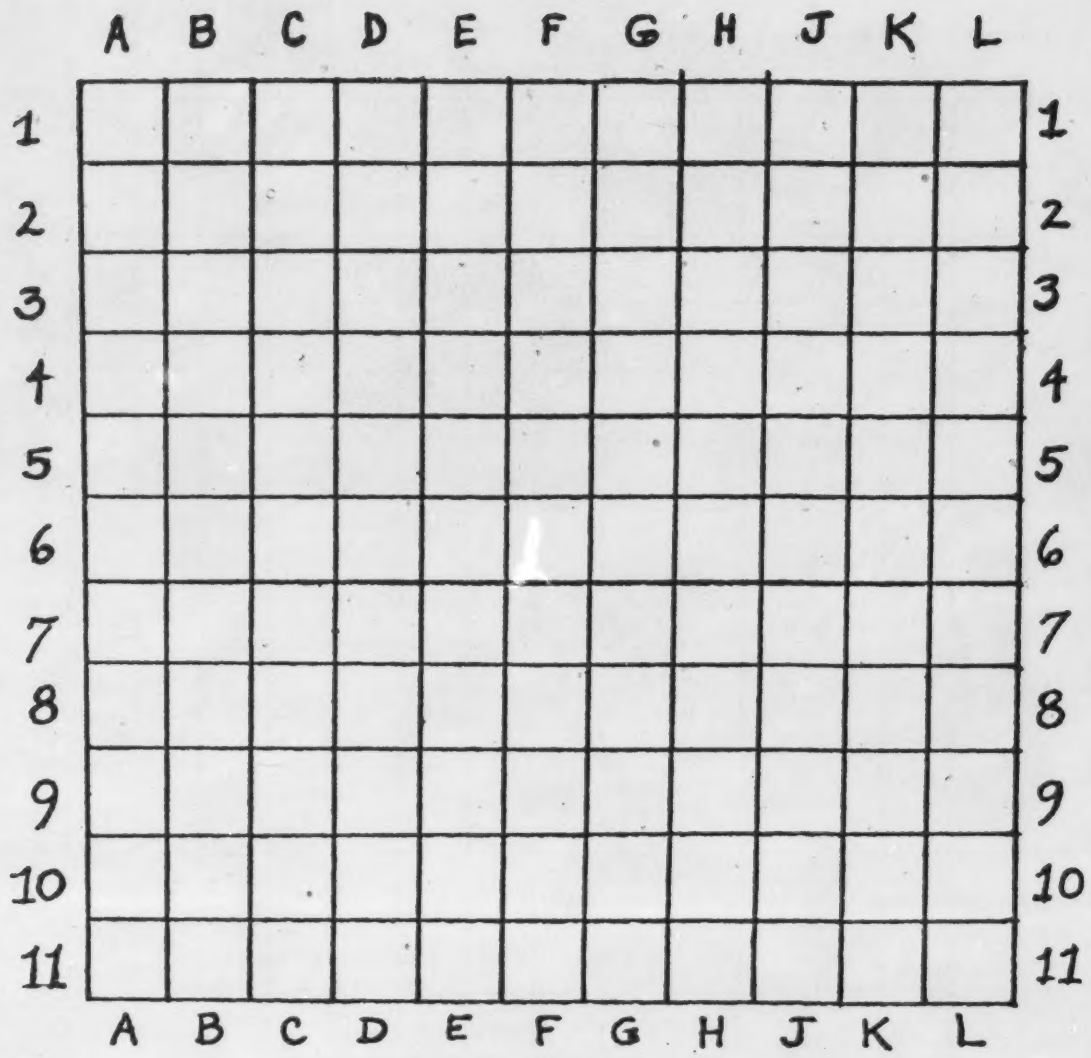
Reference: p. 51

CROSSWORD PUZZLE



CROSSWORD PUZZLE
MASTER

CROSSWORD PUZZLE



name _____ date _____

CROSSWORD PUZZLE MASTER

DEFINITION SHEET

ACROSS

A1 _____

A8 _____

A14 _____

B3 _____

B7 _____

B13 _____

C1 _____

C6 _____

C10 _____

D1 _____

D6 _____

D10 _____

D16 _____

E2 _____

E16 _____

F11 _____

G1 _____

G12 _____

H1 _____

H9 _____

H15 _____

J2 _____

J12 _____

K8 _____

K16 _____

L1 _____

L12 _____

M1 _____

M12 _____

N3 _____

N6 _____

N10 _____

N13 _____

P1 _____

P7 _____

P11 _____

R1 _____

R11 _____

R14 _____

DOWN

A1 _____

F1 _____

K1 _____

C2 _____

G2 _____

L2 _____

P2 _____

A3 _____

D3 _____

L3 _____

A4 _____

D4 _____

A5 _____

P5 _____

C6 _____

J6 _____

B7 _____

M7 _____

A8 _____

J8 _____

N8 _____

DEFINITION SHEET
MASTER

MAGIC SLATES

Some heavy cardboard and a sheet of acetate can be turned into a magic slate. After the acetate is placed over the cardboard, the sides are taped, leaving the top and bottom open. With a magic slate of proper size (9 inches by 12 inches is recommended) individual exercises can be slipped between the cardboard and the sheet of acetate and marked with crayon. Crayon marks will rub off very easily with a dry cloth or cleansing tissue. With five or six magic slates on hand it isn't difficult to keep a sizable number of students working independently with a variety of materials of individualized nature.

MAGIC SLATE
DIRECTIONS

ELECTRIC BOARD

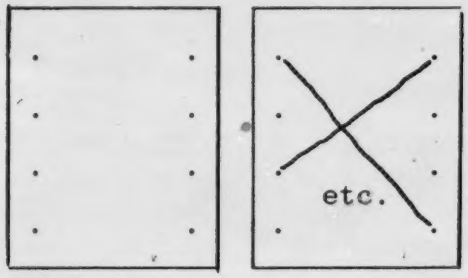
The electric board is a self-correcting activity that can be used to teach any matching task. There are many different ways to assemble an electric board and many different materials may be used. The one described here is made completely by students at the Sidney Lanier Trainable Center in Gainesville, Florida.

Materials

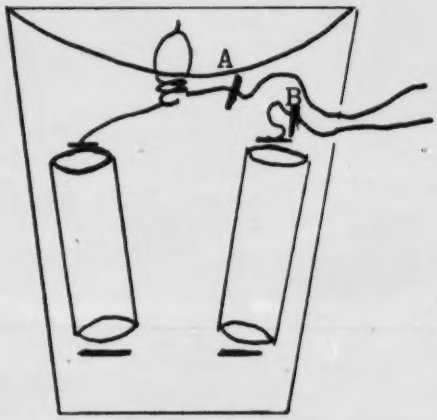
1 piece 11x14 laminated poster board (any size will work, but this makes four boards from one standard sheet of poster board; laminated so the teacher can write questions and answers on the board and erase easily.)

20 ½" brads (paper fasteners)
10 pieces thin insulated copper wire about 15" long
2 pieces thin insulated copper wire about 20" long
1 small plastic flashlight (Radioshak)
resin core electrical solder
soldering iron
hammer and nail

Assembly



Front Back



Directions

1. push brads, evenly spaced down each side of board, through poster board and open half-way. (a nail hole helps)
2. strip 1" of insulation from each end of all twelve wires.
3. using 15" wires, connect all brads using one from each column for each wire; sequence should be mixed.

(Continued on next page)

4. open each brad and lightly tap with a hammer to flatten.
5. put a little solder on each wire wrapped brad to insure a connection.
6. IMPORTANT: to save yourself some time later, make a code sheet so you will know which brads match, i.e. 1-4; 2-7; 3-1; etc.
7. Now the fun starts! (or see Note below) remove the cover from the flashlight and take out the plastic switch. For the light to come on, A and B have to be connected thus closing the circuit.
8. using your two 20" wires, wrap and solder one to A and one to B making certain that A and B DO NOT TOUCH.
9. run your free wires out of the space left by removing the switch and replace the cover.
10. if desired, attach the light to the board. When the free ends of the wire are touched to the board following your code, the light should come on.
11. to make the board more sturdy attach the completed assembly to a piece of dry wall or heavy cardboard.

Note:

After you have completed step six, take these instructions and your board to a hardware or electronics store and explain what you need. They may have a different kind of light or a less complicated battery and bulb assembly.

Source: Fielding, J. Electric Board. Unpublished, Sidney Lanier Elementary School, 312 N. W. 6th Avenue, Gainesville, Florida, 1978. PRINTED BY PERMISSION

a-, ac-, ad-, af-, ag-, al-, an-, ap-, ar-, as-, at-, prefix.
To; toward:
attract = to draw to or toward itself

a-, an-, prefix.
Not; without:
anaerobic = without oxygen

ab-, a-, abs-, prefix.
Away from:
abstract = to draw away

-able, -ible, suffix.
That can be____ed; able to be____ed; qualified to be____ed:
obtainable = able to be obtained

-ac, -(adj.), suffix.
Pertaining to:
maniac

-acy, suffix.
Quality, state, or condition of being:
delicacy = quality of being delicate

-age, suffix.
1. Act or state of:
breakage = act of breaking. 2. A collection or group of:
baggage = group of bags

-al, -ial, suffix.
1. Of; like; pertaining to:
regal = pertaining to a king. 2. Act of ____ing:
refusal = act of refusing

ambi-, prefix.
Both:
ambidextrous = use both hands

-an, -ian, suffix.
1. Of; having to do with:
republican = having to do with a republic. 2. A native or inhabitant of:
American = native of America

ana-, prefix.
Up, backward:
analysis = to break up

-ance, -ence, suffix.
1. Act or fact of:
resistance = act of resisting. 2. Quality or state of being____ed or ____ant:
importance = quality of being important

-ant, -ent, suffix.
1. One who____s:
servant = one who serves. 2. ____ing:
pleasant = pleasing

ante-, prefix.
Before:
antebellum = before the war

References: pp. 76,77,79,80,82, 83,85,86

anthropo, combining form.
Man; human:
anthropoid = resembling a man

anti-, prefix.
Against; opposed to ____:
anticommercialism = against commercialism

apo-, prefix.
Away from:
apostle = one who is sent away on a mission

aqua, aque, combining form.
Water:
aquacade = water show

-ard, suffix.
One who performs some action:
steward = one who manages or serves

-ary, suffix.
Pertaining to; connected with; of or having to do with:
honorary = pertaining to the honor

astro-, combining form.
1. Star; other heavenly bodies:
astrophysics = physics of the stars or heavenly bodies. 2. Space:
astronaut = space traveler

-ate, suffix.
1. Possessing; having:
compassionate = having compassion. 2. Become:
maturate = become mature.
3. Of or having to do with:
collegiate = having to do with college

audio, audi, combining form.
Hearing; sound:
audiometer = an instrument for measuring hearing

auto, combining form.
1. Self; same:
autohypnosis = self hypnosis. 2. Of or by oneself:
autograph = written by oneself

be-, prefix.
Away, completely:
behead = to take one's head off completely

bene-, prefix.
Well, good:
benevolence = desire to do good

bi-, prefix.
Twice; two:
biannual = twice a year

bio, combining form.
Life; of living things:
biology = study of life or living things

cap, cip, root.
Take; seize:
captive = one who is taken

cata-, prefix.
Down, in accordance with; akin to:
catacomb = a subterranean cemetery;
catamaran = a raft or boat with planing surfaces side by side

cede, ceed, root.
Go; move:
precede = go before

cent, centi, combining form.
Hundredth, hundred:
centipede = hundred feet

cide, combining form.
1. Killer; slayer:
insecticide = killer of insects. 2. Act of killing:
homicide = killing of a human being

cip. See cap

circum-, prefix.
Around; on all sides:
circumrotate = rotate around

co-, com-, con-, prefix.
With; together:
combine = bring together

contra-, prefix.
opposite; opposing:
contradict = say the opposite

cur, curs, root.
Run; work:
concur = to work or come together

-cy, suffix.
Office; state:
democracy = a political unit that has a democratic government

de-, prefix.
Down; away; to take away:
defrost = to take frost from

dec, deca, dek, combining form.
Ten:
decade = ten years

dia-, prefix.
Through, across:
diameter = measurement across the middle

dic, root.
Say; speak:
diction = manner or style of speaking

dis-, prefix.
1. Negative; opposite of:
dissimilar = not similar.
2. Reversal:
disconnect = remove or reverse the connection

-dom, suffix.
State or fact of being:
wisdom = state of being wise

duc, duct, root.
Lead; bring; draw along:
conduct = lead together

e-. See ex-

ec-. See ex-

ed, suffix.
Forms the past tense of many verbs:
he walked home

-ee, suffix.
Receiving action:
vendee = one to whom a thing is sold

-eer, ier, suffix.
One who is concerned with:
profiteer = one who is concerned with profits

en-, prefix.
1. To put in or on: enthrone = to put on a throne. 2. To cause to be; make: enfeeble = to make feeble

-en, -n, suffix.
1. To cause to be; make: blacken = to make black. 2. Made of: golden = made of gold. 3. Ends past participles of many strong verbs: he had fallen

-ence. See -ance

-ent. See - ant

epi-, prefix.
Upon, beside: epitaph = an inscription on a tombstone

-er, suffix.
1. One who ____s; thing that_____s: burner = thing that burns. 2. One who lives in: Long Islander = one who lives in Long Island. 3. One who works with: farmer = one who works a farm. 4. Forms the comparative degree of adjectives and adverbs: softer, deeper; slower, later

-ery, suffix.
State or condition: slavery = the state of being a slave

-3s. See -s

-esce, suffix.
To do: evanesce = to dissipate like vapor

-esque, suffix.
Like: statuesque = like a statue

-ess, suffix.
Female: hostess = a female host

-est, suffix.
Forms the superlative degree of adjectives and adverbs: greenest, warmest, slowest

ex-, e-, ec-, prefix.
1. Out; out of; from: export = to send or take out. 2. Former: ex-member = former member 3. Out of: eccentric = out of a circular path

extra-, extro, prefix.
Beyond, outside: extraordinary = beyond the ordinary

fac, fect, root.
Do; make: factory = a place to make goods.

fer, root.
Bear; bring; carry: confer = bring together

form, forma, root.
Form: formless = without form

-ful, suffix.
1. Full of:
cheerful = full of cheer. 2. Characterized by:
thoughtful = characterized by thought

-fy, suffix.
To make; cause to be:
beautify = to make beautiful

graph, combining form.
1. Something written, drawn, or recorded:
autograph = something written by oneself
2. Something that writes, draws, or records:
phonograph = a machine for reproducing sound recording

-hood, suffix.
State or condition of being:
priesthood = state of being a priest

hyper-, prefix.
Over; above; more than normal:
hyperexcitement = more than normal excitement

-ial. See -al

-ian. See -an

-ible. See -able

-ic, suffix.
Resembling; characterized by:
angelic = resembling an angel

-ice, suffix.
State or condition:
novice = state or condition of being new at something

-ier. See -eer

il-. See in-

ile-, suffix.
Relating to; capable of:
infantile = related to infancy

im-. See in-

in-, il-, im-, ir-, prefix.
1. Not; opposite; absence:
inexpensive = not expensive. 2. In; into;
inhale = breathe in

-ine, suffix.
Made of; like:
opaline = resembling an opal

-ing, suffix.
1. Expresses the action, result, or product of a verb:
a building = the result of building. 2. Forms present participle of verbs:
he is growing

inter-, prefix.
1. Between; among:
interpose = put between.
2. Together; one with the other:
intercommunicate = communicate with each other

intra-, intro-, prefix.
Within:
intravenous = inside the veins

-ion, suffix.
Act or process of:
condition or state of being:
creation = act of creating

ir-. See in-

-ish, suffix.
Belonging to; having the characteristics of:
English = belonging to England. 2. Somewhat:
sweetish = somewhat sweet

-ism, suffix.
Action; practice; condition:
criticism = act of criticising

-ist, suffix.
1. One who does or makes:
tourist = one who travels.
2. One who knows about, has skill in, or studies:
biologist = one who knows about biology

-ity, suffix.
State or condition of being:
rapidity = condition of being rapid

-ive, suffix.
Tending to; of or having to do with:
destructive = tending to destroy

-ize, suffix.
Make; become; engage in:
legalize = make legal

ject, root.
Throw:
reject = to throw away as useless

leg, root.
Law:
legal = pertaining to law

less, suffix.
1. Without:
homeless = without a home
2. Not able:
restless = not able to rest

-like, suffix.
Like:
lifelike = like life

logy, combining form.
Science or study of:
psychology = study of the mind or mental processes

-ly, suffix.
1. In a ____ manner; in ____ ways; to a ____ degree:
gradually = in a gradual manner. 2. Like:
manly = like a man

mal-, male-, prefix.
Bad, evil:
malefactor = one who does evil

manu, combining form.
Hand:
manuscript = written by hand

-ment, suffix.
Act, state, or fact of ___ing:
management = act of managing

meter, combining form.
1. An instrument for measuring ___:
speedometer = an instrument for measuring speed.
2. Meter (39.37 inches):
centimeter = one hundredth of a meter

micr, micro, combining form.
Small; that enlarges something small:
microphone = an instrument that enlarges small sound

mis- prefix.
Mistaken; wrong; negative:
misally = to ally mistakenly

mis, miss, mit, root.
Send; let go:
transmit = send over

mono, mono, combining form.
Alone; single; one:
monocle = eyeglass for one eye

multi, combining form.
Much; many:
multicolor = many colors

-n. See -en

naut, combining form.
Crewman of a ship; traveler:
astronaut = crewman of a spaceship

nav, root.
Ship; warships:
naval = pertaining to warships

-ness, suffix.
Quality, state, or condition of being ___:
preparedness = condition of being prepared

non-, prefix.
Not:
nonpayment = no payment

ob-, oc-, of-, op-, prefix.
Against, toward:
Obstacle, occasion, offend, opposite

oct, octa, octo, combining form.
Eight:
octagon = a figure having eight sides

-or, suffix.
A person or thing that ___s:
sailor = one who sails

-ory, suffix.
Pertaining to:
advisory = pertaining to advice

-ose, -ous, suffix.
Full of; characterized by; having:
1. verbose = full of words.
2. wondrous = characterized by wonder

out-, prefix.
1. Outward; away:
outgoing = going away.
2. Outside:
outpatient = a patient living outside the hospital.
3. Surpassing; better than:
outrun = run better than

over-, prefix.
Over; too much:
overcrowded = to crowd too much

para-, prefix.
Beside, beyond:
parapsychology = beyond the realm of psychology

per-, prefix.
Through; thoroughly:
perfuse = to flow or spread through

peri-, prefix.
Around:
perimeter = around the outside

phon, phono, combining form.
Sound; voice:
phonometer = an instrument that measures sound

photo, combining form.
1. Light:
photograph = a picture produced by light.
2. Photographic:
photengraving = photographic engraving

poly, prefix.
Much; many:
polyglot = knowing many languages

pon, pos, root.
Place; put:
position = the place where something is

port, root.
To carry, transport, or convey:
porter = one who carries

pos. See pon

post-, prefix.
Behind; after:
postscript = writing that comes after the body of the letter

pre-, prefix.
Before in place, time, order, rank, or importance:
prehistory = before history began to be recorded

pro-, prefix.
1. In favor of:
pro-American = in favor of America. 2. Advancing; forward:
proceed = move forward
3. Before; in front of:
prologue = a speech before or at the beginning of a play

psych, combining form.
Human mind; mental structure:
psychology = study of the human mind

quadr, quadri, combining form.
Four; four times:
quadruped = four footed

quin, quint, combining form.
Five; fifth:
quintet = group of five

re-, prefix.
1. Again; once more:
Reappear = appear again
2. Back:
replay = play back

rect, reg, root.
Straigten; rule:
regime: system of rule or government

retro-, prefix.
Backward; back:
retroactive = effective as of a prior date

-s, -es, suffix.
1. Forms third person singular of many present tense verbs:
he runs
2. Forms plural of most nouns:
hats

scope, combining form.
An instrument for viewing, examining, or observing:
telescope = an instrument for viewing distant objects

scrib, script, root
Write:
scribble = to write carelessly

se-, prefix.
Aside, away:
sequester = to set apart

semi, combining form.
1. Exactly half:
semicircle = a half circle
2. About half; partly:
semicivilized = partly civilized

sept, septi, combining form.
Seven:
septangular = having seven angles

sex, sexi, combining form.
six:
sexangular = having six angles

-ship, suffix.
State of:
dictatorship = state of rule by a dictator

-th, suffix.
1. Forming abstract nouns:
length = state of being long
2. Forming ordinal numbers:
thirtieth = state of being thirty

-thermo, combining form.
Heat; hot:
thermometer = an instrument for measuring heat

-tion, suffix.
1. Act, process, or state of ____ing:
opposition = state of opposing.
2. Condition or state of being ____ed:
exhaustion = state of being exhausted

tract, root.
Draw:
retract = draw back

trans-, prefix.
1. Across; over; through:
transcontinental = across the continent
2. One the other side of:
transpolar = on the other side of the pole

tri- combining form.
Three; three times:
tricycle = three-wheeled vehicle

-ty, suffix.
State:
anxiety = state of being anxious

ultra-, prefix.
Beyond; excessively:
ultramodern = excessively modern

un-, prefix.
1. Not; the opposite of:
unequal = not equal
2. Reverse the act of ____ing:
undress = reverse the act of dressing

under-, prefix.
Under; lower; lesser:
underlie = to lie under

uni, combining form.
One; single:
unicycle = one-wheeled vehicle

-ure, suffix.
Act; process; being:
agriculture = the act or process of cultivating crops

ven, root.
Come:
intervene = come between

vers, vert, root.
Turn:
reverse = turn back

vice-, prefix.
In place of:
vice regent = in place of the regular regent

vid, vis, root.
See:
visible = capable of being seen

voc, vok, root.
Call:
revoke = call back

-ward, suffix.
Toward; in the direction of:
upward = in the direction of up

-y, suffix.
Characterized by; inclined to:
grouchy = inclined to grouch

Source: Adapted from "Dictionary of Word Parts" reprinted in Addison-Wesley's Kaleidoscope Reader: The Eighth Day of the Week by B. Belden, 1969, by Lucy Brock and Joanne Weinman.
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READING SKILLS NEEDED IN SOCIAL STUDIES

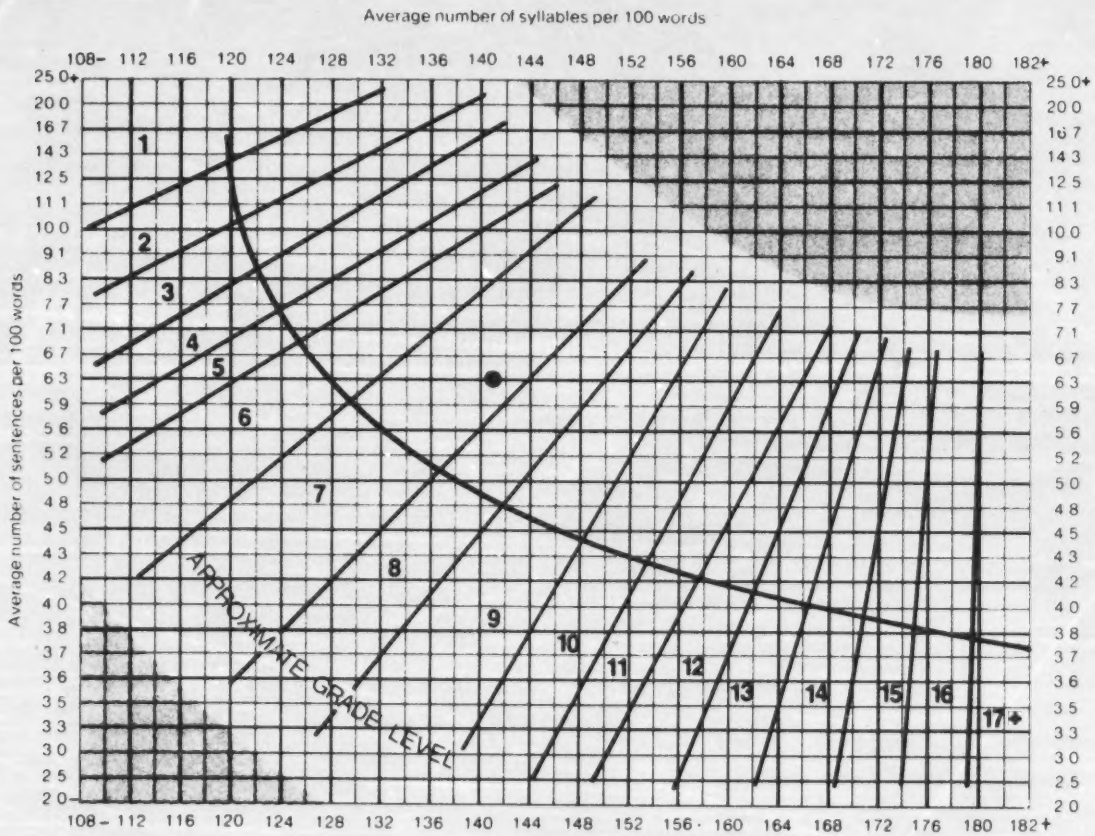
1. Base opinions on data.
2. Recognize when there is insufficient information to answer a question.
3. Recognize conflicting viewpoints.
4. Draw a conclusion.
5. Stay within limits of information in reaching conclusions.
6. Justify conclusions.
7. Sense when the author is stating opinions and when he is sticking to facts.
8. Understand degrees of probability.
9. Weigh the reliability of different statements.
10. Cultivate a cautious, but not suspicious, attitude. (How do you know? Who says it? How does he know?)
11. Make simple comparisions and contrasts.
12. Select material with respect to relevance.
13. Sense cause-and-effect relationships.

Source: Olson, A. V. and Ames, W. S. Teaching Reading Skills in Secondary Schools. Harper & Row, Publishers, Inc. (Intext Educational Publishers, College Division of Intext), 1972. REPRINTED BY PERMISSION.

FRY READABILITY FORMULA

GRAPH FOR ESTIMATING READABILITY —EXTENDED

by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904



Note: This "extended graph" does not outmode or render the earlier (1968) version inoperative or inaccurate; it is an extension. (REPRODUCTION PERMITTED-NO COPYRIGHT)

(Continued on next page)

Directions for Using the Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.
4. Enter graph with average sentence length and average number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus, Joe, IRA, 1945, and & are each one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, stopped is one syllable and wanted is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. for example, 1945 is four syllables, IRA is three syllables, and & is one syllable.

Source: Edward Fry. "Fry's Readability Graph: Clarifications, Validity, and Extension to Level 17." Journal of Reading, vol. 21, No. 3, December, 1977, pp.242-252.

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Adapted SMOG Readability Formula*

Lawrence L. Smith
University of Florida

1. Count 10 consecutive sentences near the beginning of the text to be assessed, 10 in the middle and 10 near the end.

2. In the 30 selected sentences count the words of three or more syllables. [Any string of letters or numerals beginning and ending with a space or punctuation mark should be counted if you can distinguish at least three syllables when you read it aloud in context. If a polysyllabic word is repeated, count it only once.]

3. Estimate the square root of the number of polysyllabic words counted. (This is done by taking the square root of the nearest perfect square.)

4. If the perfect square is 9 or less, the square root gives the adapted SMOG Grade. If the nearest perfect square is 16 or greater, add one to the square root to determine the adapted SMOG Grade.

TABLE for Determining Adapted SMOG Reading Grade Level

If the number of polysyllabic words is between ___(A)___, then the readability level will be __(B)__ grade.

A	B
0 - 2	1
3 - 6	2
7 - 12	3 or 4
13 - 20	5
21 - 30	6
31 - 42	7
43 - 56	8
57 - 72	9
73 - 90	10
91 - 110	11
111 - 132	12
133 - 156	13

*Source: The original SMOG Formula -
McLaughlin, G. Harry. "SMOG Grading - A New Readibility Formula" Journal of Reading, 12, May, 1969, pp.639-646.

A FIVE PART STRATEGY FOR WORD ATTACK

1. Launch your attack by searching the word's context for clues. Crack down on the word instead of reading right on past it without a try. Context is likely to be your most important single aid.

2. Look for word part clues. Take the word apart if you can. Do you recognize any part - a root? a prefix? a suffix? an inflectional ending? Words that at first look difficult can often be broken down into well-known building blocks. Considering the context again, do you now recognize the word?

3. Work through the word, syllable by syllable. "Divide and conquer". Try to sound out the word by easy-to-manage syllables. Long words are just short syllables strung together. Is it familiar after all? Recalling the context, have you now "solved" the reading word?

4. Try a shift in pronounciation. If you have not yet arrived at a word you know, attack it again by seeing if a change, perhaps in syllable division or accent, gives you a breakthough. Again, does the word you have worked out check with the context?

5. Reach for the dictionary. If after steps 1 - 4 the word still defies you, you have a never failing tool. Now is the time to turn to your dictionary.

Source: Thomas, E.L. & Robinson, H.A. Improving Reading In Every Class: A Sourcebook for Teachers. Boston: Allyn and Bacon, 1974, p. 83. REPRINTED BY PERMISSION

ACCENTING HINTS

1. In an accented syllable or single-syllable word in which the vowel is followed by a consonant, the vowel usually has a short sound.

   example: v̆c
   men vc = short vowel

2. In words that have a /consonant + le pattern, the c + le syllable is usually not accented. The accent falls on a preceding syllable.

   example: bot'/tle

3. A syllable ending in ck usually takes the accent.

   example: jack'/et

4. Vowels followed by r have neither a long nor a short sound. They stand for various sounds where the vowel is modified by the r.

   examples: march, jerk, sir, tore, burn

5. In words to which a prefix has been added, the accent may be on the syllable following the prefix.

   example: pre/view'

6. When a word or syllable ends with a vowel, the vowel usually has a long sound.

   example: v̄/phon cv/ = long vowel

7. When a word or syllable has a vowel followed by a consonant, the vowel usually has a short sound.

   example: v̆in/ter vc/= short vowel consonant

Source: From The Eighth Day of the Week by Bernard Belden and Henry A. Bamman. Copyright (c) 1974, 1969 by Addison-Wesley Publishing Company, Inc. REPRINTED BY PERMISSION.

SYLLABICATION HINTS

1. Vowel consonant/consonant vowel (vc/cv)

   Words with double letters or two consonants in the middle and with a vowel before and after the consonants are usually divided between the consonants.

examples:	vc/cv	fun/ny
	vc/cvc/cv	an/ces/tor

2. Vowel/consonant vowel or vowel consonant/vowel (v/cv or vc/v)

   Words with one consonant in the middle and with vowels before and after the consonant may be divided before or after the consonant.

examples:	v/cv	pi/lot
	vc/v	pat/ent

3. Consonant + le (c+le)

   When a consonant precedes the letter group le, the consonant is included in the final syllable.

examples:	/c + le	bi/ble
	/c + le	ti/tle

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WAYS TO SELL BOOKS IN THE CLASSROOM

1. Make a punctuation scrapbook by finding in the books you read several illustrations of different ways to use punctuation. Place the examples in the scrapbook and make rules which fit the examples.

2. Make a biographical dictionary including the people about whose lives you have read during the year. Include place of birth, special characteristics and deeds for which the person is famous, hobbies, and anything of special interest. Alphabetical arrangements with last names first is necessary. This could be a class project or an individual project.

3. Have a small group to plan a panel discussion in which they discuss the lives of famous people about whom they have read. The discussion may include:
   a. A contrast of the childhood of the people
   b. What may have happened to influence their later life
   c. What they did to make them famous
   d. What struggles they faced to accomplish their goals

4. After reading a book which explains how to make something the student may make two large charts. Both charts should be headed "How to make (fill in with subject):" Chart 1 should list the things needed. Chart 2 should list what to do. With the chart, have the finished product on display.

5. Select some of the events which took place in a book. Using these events make up a newspaper which could have been printed in the town where the story took place. The headlines would be something very important which took place. The news stories would contain interesting events of the story.

6. Write an interview
   a. between a character in a book and the author
   b. between you and the author
   c. between two characters in the book
   d. between you and a character in the book
   e. between you and a friend discussing the book.

7. Publish a book review column for your school paper or a monthly book review sheet with very short book reviews and reactions to books read.

8. When four or five persons read a different book by the same author, arrange a panel discussion covering such questions as
   a. How are the books alike? Are they different?
   b. What are the writer's greatest strengths? Greatest weaknesses?
   c. How do you feel about the author from reading one book?
   d. Are you interested in reading more stories by this author?

   Each panel should briefly outline his story before the actual discussion.

9. After reading a factual book about space, write a funny story about outerspace. Examples of titles:
   a. The Cat That Rode A Spaceship
   b. Who Threw Those Flying Saucers?
   c. Mr. Chase, What is Space?
   d. Mr. Martin from Mars
   e. Mary Moonbeam Visits Earth

10. Make a crossword puzzle on a theme derived from a book. Duplicate enough that each member of the class can have one.

11. Make a poster (either flat or three dimensional) which shows a scene or stimulates interest in a book.

12. Construct a miniature stage setting for a scene in a book.

13. Make and decorate a book jacket writing an advertisement to accompany the book.

14. Prepare a monologue or a dialogue from the story.

15. Write a book review using the following outline or work out a similar one:
   a. title
   b. author
   c. where and when the story takes place
   d. main characters
   e. the most interesting thing that happened
   f. what you enjoyed most about the book

16. Create a series of illustrations for a book.

17. If a travel book is read, give an illustrated lecture using maps and pictures.

18. Write a colorful description of one of the characters in the book.

19. Plan a pantomine and have students guess the title of the book.

20. After reading a historical book, make a large colorful map or time line showing the time covered and the interesting events in the book.

21. Write a set of questions and answers to check the comprehension of someone wlse who reads the book.

22. Dress as one of the characters in a book and tell about yourself.

23. Find out about the author of the book. If possible, write to the author and tell him or her how much you enjoyed the book.

24. Make a model with clay, soap, or wood, to represent something or someone in the book.

25. Construct a diorama to represent a scene in the story.

26. As a group project, a "living book" may be constructed by making a large frame to represent a book and having a tableau for favorite books woven together by a narrator who tells the story of each represented.

27. Make an original reference book from factual materials read. Examples: Space, Wild Animals, Football.

28. As a class project, prepare a book fair to share books with other classes.

29. Poetry books may be shared by writing music to accompany a favorite poem.

30. Add additional stanzas to a poem read.

31. Use favorite poems for choral reading. Divide the poem into parts with the boys reading a part, the girls reading a part, and the entire group reading a part. Solo parts may be assigned.

32. Stretch a cord across the room on which you can display drawings depicting books the students have read. Use the caption "A Line of Good Books," "Airing and Sharing Books" or any suitable caption.

Source: In appreciation of The Williston Instruction Center, 6131 Williston Drive, Falls Church, VA. 22044. REPRODUCTION PERMITTED

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CONTENT AREA READING ACTIVITIES

Please share your ideas and activities that have been successful in the classroom. We look forward to hearing from you.

_____**Reaction to Activity in Langauge Arts Handbook. Page _____.**

_____**An Additional Activity That Has Worked for Me.**

SKILL:

MATERIALS:

TEACHER DIRECTIONS:

SAMPLE ITEM OR REACTION:

Name_____ **Position**_____

School_____

Address_____

City_____ **State**_____ **Zip**_____

Return Address

READING RESEARCH PROJECT
P. K. YONGE LABORATORY SCHOOL
1080 S. W. 11th STREET
GAINESVILLE, FLORIDA 32611

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